# Sustainable Development of Educators from A Capacity-Building Perspective: A Study on Junior High School Educators in Sidoarjo Regency

## Dwi Indah Sri Astutik[1], Soesilo Zauhar[2], Bambang Santoso Haryono[3], Mohammad Nuh[4]

[1]Doctorate Program of Administrative Science, Faculty of Administrative Science, Universitas Brawijaya, MT Haryono 163 Lowokwaru Malang, Indonesia
[2,3,4]Faculty of Administrative Science, Universitas Brawijaya, MT Haryono 163 Lowokwaru Malang, Indonesia

**ABSTRACT**

**Introduction:** In recent years, education in Indonesia has faced significant challenges in improving teachers' professional competencies. Enhancing the quality of education requires highly competent and competitive teachers. However, many teachers need to meet the expected competency standards. The lack of understanding and attention to self-development, along with issues related to performance assessment, has led to various assumptions and differing perspectives among teachers. This situation is exacerbated by the transition period of the performance assessment system, causing cultural shock among teachers.

**Research Methods:** Using a qualitative approach, data was collected through document analysis, in-depth interviews, and observations.

**Theoretical Review:** This study examines the capacity of human resources (HR) and organizations in the context of continuous professional development (CPD) in Sidoarjo Regency. Through a qualitative approach, data was collected from documents, interviews, and observations. Despite regulations supporting CPD, challenges such as the uneven distribution of civil servant teachers and changes in the performance assessment system still need to be addressed. This study recommends a development model that strengthens HR and organizational capacity through a capacity-building approach to enhance professionalism and the quality of education in Sidoarjo Regency.

**Result and Discussion:** The study reveals that human resource (HR) and organizational capacity in the context of continuous professional development (CPD) in Sidoarjo Regency still face significant challenges. The uneven distribution of civil servant teachers and changes in the performance assessment system are the main obstacles that must be addressed. Although various regulations support CPD, their implementation has yet to be optimal.

**Conclusion:** This study highlights the urgency of capacity building to improve professionalism and the region's education quality. The recommendations include strengthening HR and organizational capacity through continuous training and development to achieve higher educational standards in Sidoarjo Regency.

## INTRODUCTION

In public administration, education plays a crucial role in nation-building. Indonesia recognizes that one of its governmental goals is to enhance the nation's intellectual life. As stated by George Bush in his book "America 2000: An Education Strategy," developed countries tend to invest more in education than defense. Education is the primary capital in nation-building, reducing dependency on foreign skilled labor, and enhancing international competitiveness.

Law Number 20 of 2003 on the National Education System and Law Number 14 of 2005 on Teachers and Lecturers define the role of teachers as professionals who function in national development and require continuous professional development (CPD). The government has issued various regulations to support teacher professionalism, such as Government Regulation Number 74 of 2008 on Teachers, which stipulates that an educator certificate is formal proof of recognition as a professional. Teacher professionalism meets specific quality standards or norms and requires ongoing professional education.

However, the implementation of CPD in Indonesia faces many challenges. Data shows that out of millions of teachers in Indonesia, most still need to meet the minimum qualifications, and many teach outside their expertise. The success rate of the Teacher Competency Test (UKG) also shows low results, with the national average score far below the expected standard. For instance 2016, only about 12.52% of teachers participated in self-development training, while scientific publications and innovative work training were almost nonexistent.

These issues remain significant at the regional level, particularly in East Java Province and Sidoarjo Regency. The low percentage of certified teachers and the lack of self-development training significantly hinder teacher professionalism. Statistics show that in 2018, only a tiny fraction of teachers were involved in CPD activities.

Implementing CPD faces various obstacles, such as complex bureaucracy, lack of socialization, and minimal sanctions for teachers who do not engage in CPD. These findings are consistent with previous research indicating that heavy teaching schedules, administrative workloads, and a lack of knowledge about ethics and techniques for writing scientific papers are significant barriers.

The issues with CPD also stem from institutional capacity and limited government support. Efforts to develop teacher professionalism require more support from educational institutions and the government and strategic planning to face global competitiveness. Studies show that teacher professionalism depends not only on individuals but also on the network between educational institutions and institutional capacity; as Wouter Vandenabeele states, "...we can consider...motivated behavior to be according to a logic of appropriateness. Therefore, it is rooted in various institutions..." (Vandenabeele, 2006). This perspective leads to the institutional context, which involves a responsive role toward the public that is institutionalized (Keban, 2008: 5), and in institutional practice, requires competence and Capacity (Arisman, 2014).

Moreover, sustainability within a system or structure is sometimes overlooked in capacity development. This aligns with the statement from UNEP (2002: 6), which asserts that it takes work to integrate the needs and interests of sustainable development into every development program. However, if sustainability is also used as a reference and benchmark, it can benefit the capacity development programs implemented. Given the complexity of these issues, this study focuses on institutional capacity in building teacher

professionalism. Previous research has yet to extensively discuss this approach, primarily emphasizing individual aspects and training organizations. This study aims to gain a deeper understanding of the inter-institutional relationships and how the institutional environment can influence the effectiveness of teacher CPD implementation.

## LITERATURE REVIEW

### Institutional Capacity Building

Experts translate capacity as the ability to mobilize, balance, and build (Grindle, 2002: 2). capacity is the ability to choose, understood as a response derived from Molina Monasterios' interpretation, and capacity as a condition from the phrase "...the capacity for local government in a country as poor and underdeveloped..." (Grindle, 2000: 8 & 20). Grindle's explanation refers to institutional capacity in facing changes known as 'reform,' which initially was a strategic issue and later evolved into an adaptive and implementation approach. This capacity is significantly influenced by various conditions surrounding the institution. According to Morrison (2001: 23), Capacity Building is a series of strategies aimed at enhancing the efficiency, effectiveness, and responsiveness of performance. Morrison further states that capacity building is learning originating from the need to experience something, reducing ignorance and uncertainty in life, and developing the skills needed to adapt to changes.

Institutional capacity building in the context of teacher professionalism development is a systematic effort to enhance an organization's ability to support teacher self-development. Grindle and Hildebrand (1995) state that capacity building encompasses various aspects, such as technical, managerial, and institutional capabilities required to achieve organizational goals effectively.
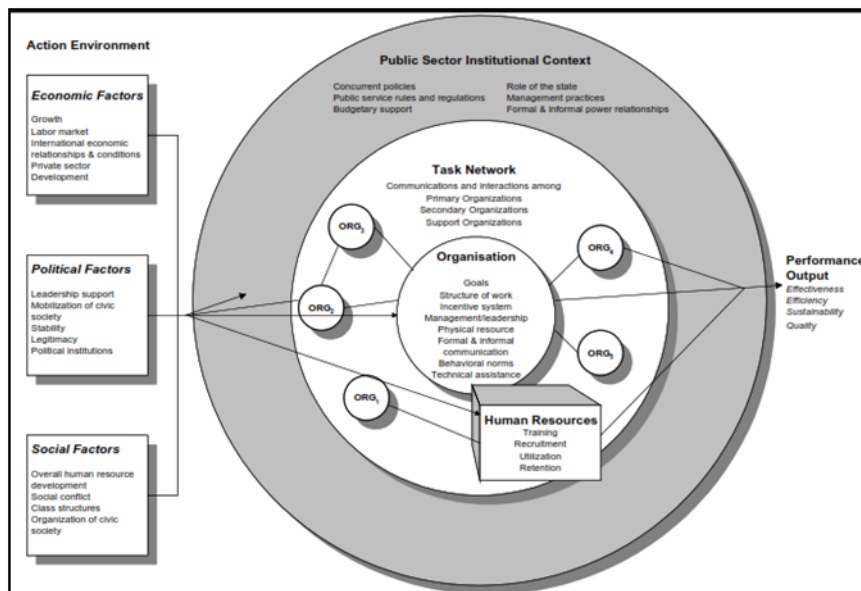


**Figure 2.1. Five Framework Dimensions of Capacity. Source: (Imbaruddin, 2003: 27, and Grindle & Hilderbrand, 1995).**

Kunandar (2011), Putra (2014), and Azizudin (2009) also emphasize the importance of continuous professional development for teachers as a means to improve education quality. They assert that capacity building should include training, upgrading academic qualifications, and providing adequate administrative and managerial support.

### Sustainability

Sustainability itself encompasses at least two dimensions: the dimension of time, as sustainability concerns

what will happen in the future, and the dimension of interaction between the economic system and the natural resource and environmental system (Heal in Fauzi, 2004). Pezzey, in his research titled "Sustainable Development Concept: An Economic Analysis" (1992), considers sustainability from different perspectives. Static sustainability involves maintaining constancy, while dynamic sustainability involves systems and technologies that are continuously evolving.

## Sustainable Capacity Development Strategies

To address various challenges, a comprehensive and collaborative strategy is required. According to Osborne and Plastrik (1997), capacity development strategies must encompass five key elements: developing a clear vision and strategy, enhancing skills and capabilities, strengthening structures and systems, improving organizational culture, and enhancing external relationships. Ostrom (2011) also suggests that capacity development should be done through a community-based approach involving all stakeholders. This means involving teachers, schools, the government, and the community in decision-making and implementing CPD programs.

## Sustainable Development of Educators from a Capacity Building Perspective

A recommended model integrating human resources, organizational, and institutional capacity is necessary to sustain teacher professionalism development. This model should be supported by holistic learning processes, agile administrative functions, competent implementers, and collaborative governance.

Four programs can be strategies to improve education quality through continuous professional (competency) development for teachers (Azizudin, 2009: 3):

1. **Pre-Service Education Program:** This effort aims to enhance professionalism through selectively screening prospective teachers, focusing on their quality and morals. The country needs high-quality employees to develop a reliable and competitive human resource to achieve national aspirations.

2. **In-Service Education Program:** This program motivates teachers to pursue higher education through further studies. This initiative should originate from the teachers themselves, with the school institutions striving to provide opportunities for higher learning, whether through scholarships or personal initiative. Teachers should be encouraged to update their knowledge on educational issues to avoid lagging in educational advancements. Therefore, teachers must renew and enhance their education to elevate their professional standards.

3. **In-Service Training Program:** This activity includes training sessions, workshops, courses, seminars, discussions, or forums conducted internally or externally by institutions. Beyond just conducting training and seminars, there needs to be a focus on making these activities more effective. Additionally, professional organizations like the Teachers Association should provide scientific journals or educational magazines to publish teachers' writings, fostering their creativity and capabilities.

4. **On-Service Training Program:** This involves follow-up activities through regular or periodic meetings among teachers to maintain professional peer relationships, familial spirit, and social solidarity.

Capacity Building is a development process that aims for an organization to achieve its goals, as explained by CIDA (Matachi, 2006: 21), which states that capacity development can be defined as a process to enhance the abilities of individuals, organizations, and institutions to improve their capabilities in facing sustainable challenges.

## METHODS

### Research Design

This study employs a qualitative approach with a case study design. Lincoln and Guba (1985) state that qualitative research aims to understand phenomena within specific contexts, relying on the participants' perspectives. The case study design was chosen because it allows the researcher to explore the phenomenon of institutional capacity development in the educational context of Sidoarjo Regency in a detailed and comprehensive manner.

### Location and Research Subjects

The research was conducted in Sidoarjo Regency, specifically in several middle schools selected based on specific criteria. The research subjects include teachers, school principals, and local education department officials. The research subjects were selected through purposive sampling to ensure that the data obtained was relevant to the research focus.

### Data Collection Techniques

The data collection process in this study involves several techniques, namely in-depth interviews, participant observation, and document analysis.

- **In-depth Interviews:** In-depth interviews were conducted using a semi-structured interview guide to obtain detailed information about the experiences and views of the research subjects on institutional capacity development. This technique was chosen because it allows the researcher to extract detailed and in-depth information from the informants.

- **Participant Observation:** Participant observation was carried out by the researcher, who was directly involved in the daily activities of the schools studied. This method helps the researcher understand the social and cultural context and the interaction dynamics within the school environment. Participant observation also allows the researcher to observe the practices of institutional capacity development directly.

- **Document Analysis:** This technique collected secondary data from relevant documents such as educational policies, school reports, and other official documents. Document analysis helps to complement and confirm the data obtained through interviews and observations.

### Validity and Reliability of Data

To ensure the validity and reliability of the data, this study employs several strategies as follows:

- **Credibility:** Credibility is maintained by conducting member checking, where the collected and interpreted data is returned to the informants for confirmation and correction if necessary. Additionally, peer discussions are conducted to discuss and evaluate the research findings.

- **Transferability:** Transferability of the research results is ensured by providing detailed contextual descriptions so that readers can assess how the findings can be applied to different contexts. The researcher must provide sufficient information about the research context to facilitate transferability.

- **Dependability:** The dependability of the research process is ensured through an audit trail, where all research processes and activities are documented in a detailed and systematic manner. The researcher also conducts internal and external audits to assess the quality and consistency of the research process.

- **Confirmability:** The research findings are confirmed by maintaining the researcher's objectivity and ensuring that valid and traceable data support the findings. The researcher keeps all field notes, interview transcripts, and analyzed documents as supporting evidence for the findings.

## RESULTS AND DISCUSSION
### Results

This study aims to explore the impact of the Continuous Professional Development (CPD) program on teacher performance in Indonesia. The data collected includes in-depth interviews with teachers, classroom observations, and document analysis. The findings of the study reveal several key points as outlined below:

**Improvement in Professional Competence:** Teachers involved in the CPD program reported significant improvements in their professional competence, including mastery of subject matter, pedagogical skills, and evaluation abilities. This aligns with the goals of CPD, which are designed to enhance the quality of education through continuous professional development.

**Implementation of Active Learning Methods:** Most teachers adopted active learning methods after participating in CPD. Classroom observations indicated increased student interaction and active participation in the learning process. This suggests that the CPD program encouraged teachers to implement more innovative, student-centered teaching strategies.

**Challenges in CPD Implementation:** Despite the perceived benefits, there are several challenges in implementing CPD. Some teachers complained about increased workloads and lack of administrative support. Additionally, disparities in accessibility and quality of CPD across different regions also pose challenges that must be addressed.

**Impact on Student Performance:** Analysis results show that the improvement in teacher competence positively affected student academic performance. Test scores of students taught by teachers who participated in CPD showed significant improvement compared to those taught by teachers who did not participate in the program.

## DISCUSSION

The findings of this study have several important implications for policies and practices of professional development for teachers in Indonesia:

**Importance of Sustained Support:** Although the CPD program has shown positive results, continuous school and government support is crucial. This support includes providing adequate resources, reducing administrative workloads, and offering more equitable training facilities across all regions. This aligns with Milen's (2001) view that emphasizes the importance of institutional support in capacity development programs.

**Need for a Flexible Approach:** Given the diverse contexts and needs across different regions, a more flexible approach in CPD implementation is required. Programs should be designed to consider local conditions and offer options tailored to the specific needs of teachers in various areas. This supports the views of Dweck and Elliott (2003), who state that learning goals should be adjusted to specific contexts to achieve optimal results.

**Enhancing Training Quality:** The quality of training provided in the CPD program should continuously be improved regarding content and teaching methods. Adequate training should provide practical skills that can be directly applied in teaching. This underscores the importance of linking theory and practice in enhancing teachers' professional competence.

**Effective Monitoring and Evaluation:** To ensure the effectiveness of the CPD program, comprehensive monitoring and evaluation mechanisms need to be implemented. Ongoing evaluation can help identify

program weaknesses and provide constructive feedback for improvement. It is also essential for measuring the program's long-term impact on teacher performance and student learning outcomes.

**Involvement of All Stakeholders:** The success of CPD requires active involvement from various stakeholders, including the government, schools, and the educational community. Collaboration among these parties can ensure that the CPD program is designed and implemented considering various perspectives and needs. This supports the collaborative approach recommended by various experts in human resource development.

## CONCLUSION

This study aimed to explore and understand the enhancement of teachers' professional competence through a capacity-building approach. The results indicate that school principals play a crucial role in supporting the development of teachers' professional competencies. This role encompasses motivation, support, and facilitation of professional development programs for teachers.

Specifically, the study found that the implementation of capacity building in public elementary schools has a positive impact on improving teachers' competencies in several areas:

**Improved Teaching Skills:** Teachers who participated in capacity-building programs showed significant improvements in their teaching skills, including the delivery of subject matter and innovative teaching methods.

**Continuous Professional Development:** Capacity-building programs encourage teachers to continually develop professionally through formal and informal training.

**Enhanced Quality of Learning:** The direct impact of improved teacher competencies is an enhancement in the quality of learning received by students. This is evident from the increased student learning outcomes and their active participation in the learning process.

School principals act as key facilitators in the implementation of capacity building. They play a role in providing resources, creating a supportive learning environment, and offering motivation and moral support to teachers.

However, the study also identified several challenges in implementing capacity building, including budget constraints, a need for more awareness and understanding among teachers about the importance of continuous professional development, and resistance to change. Therefore, a comprehensive and sustainable strategy is required to overcome these challenges.

## RECOMMENDATIONS

Based on the research findings, several recommendations are proposed to enhance the effectiveness of capacity-building programs in developing teachers' professional competencies in public elementary schools:

**Increase in Education Budget:** The government and relevant stakeholders need to increase the allocation of funds for capacity-building programs in elementary schools. Adequate funding will enable the implementation of quality and continuous training.

**Raising Awareness and Understanding Among Teachers:** More intensive socialization and education are needed for teachers regarding the importance of continuous professional development. This can be achieved through seminars, workshops, and relevant information publications.

**Development of Supporting Policies:** The government needs to develop policies that support the systematic and sustainable implementation of capacity building. These policies should include incentives

for teachers actively participating in professional development programs.

**Enhancement of School Principals' Roles:** School principals should be provided with training and support to become effective facilitators in capacity building. They should be able to identify the professional development needs of teachers and provide the necessary resources.

**Collaboration with Third Parties:** Schools need to establish cooperation with educational institutions, universities, and non-governmental organizations that have expertise in professional teacher development. This collaboration can enrich capacity-building programs with various perspectives and resources.

**Utilization of Technology:** Information and communication technology should be optimally utilized in capacity-building programs. E-learning platforms and webinars can be effective alternatives for flexible and easily accessible teacher training.

**Evaluation and Monitoring:** Capacity-building programs should be accompanied by a rigorous evaluation and monitoring system to ensure their effectiveness and sustainability. The results of these evaluations should be used for continuous improvement and refinement of the programs.

With these recommendations, capacity-building programs can run more effectively and significantly contribute to enhancing teachers' professional competencies in public elementary schools in Indonesia. Ultimately, the improvement of teacher competencies will have a positive impact on the quality of education and student learning outcomes.

**REFERENCE**

1. Aina, M., H, B., SB, R., H, A., & Sadikin, A. (2015). Pelatihan Penulisan Karya Tulis Ilmiah Bagi Guru Guru Sma 8 Kota Jambi. *Jurnal Pengabdian Pada Masyarakat*, 30(3), 29-32.

2. Annisa, M., Hamid, H., & Kartini. (2016). Pengembangan Profesionalisme Guru Melalui Pelatihan Penyusunan Karya Tulis Ilmiah Di Wilayah Pedalaman. *Jurnal Widya Laksana*, 81-84.

3. Ansori, M., Arief, S., & Sukirno. (2018). Profesionalisme Guru Akuntansi Pasca Sertifikasi. *Jurnal Pendidikan Ekonomi & Bisnis*, 106-120.

4. Cahyaningsih, E., Sensuse, A. I., Arymurthy, A. M., & Wibowo, W. C. (2017). NUSANTARA: A New Model of Knowledge Management in Government Human Capital Management. *Procedia Computer Science*, 124, 61-68.

5. Elliot, A. J., & Murayama, K. (2008). On the Measurement of Achievement Goals: Critique, Illustration, and Application. *Journal of Educational Psychology*, 613–628.

6. Fitrah, M. (2017). Peran Kepala Sekolah Dalam Peningkatkan Mutu Pendidikan. *Jurnal Penjaminan Mutu - Institut Agama Islam Muhammadiyah Bima*, 31-42.

7. Ho, D., Lee, M., & Teng, Y. (2015). Exploring the relationship between school-level teacher qualifications and teachers' perceptions of school-based professional learning community practices. *Teaching and Teacher Education*, 32-43.

8. Li, L., Hallinger, P., Kennedy, K. J., & Walker, A. (2016). Mediating effects of trust, communication, and collaboration on teacher professional learning in Hong Kong primary school. *International Journal of Leadership in Education*, 1-20.

9. Mahanani, P. (2017). Profil Guru Ideal Kunci Kemamjuan Kualitas Generasi Emas 2045. *Prosiding Seminar Nasional KSDP Prodi S1 PGSD "Konstelasi Pendidikan dan Kebudayaan Indonesia di Era Globalisasi"*, 51-58.

10. Noorjannah, L. (2015). Pengembangan Profesionalisme Guru Melalui Penulisan Karya Tulis Ilmiah Bagi Guru Profesional Di Sma Negeri 1 Kauman Kabupaten Tulungagung. *Jurnal Humanity*, 97-114.

11. Nurkolis, Yuliejantiningsih, Y., & Sunandar. (2017). Efektivitas Pengembangan Keprofesian Berkelanjutan untuk Guru. *Kelola - Jurnal Manajemen Pendidikan*, 4(1), 28-36.

12. Rohmah, W. (2016). Upaya Meningkatkan Pengembangan Keprofesian Berkelanjutan Dalam Peningkatan Profesionalisme Guru. *Seminar Nasional Pendidikan*, (SNP), ISSN:2503-4855, 10-21.

13. Sabarua, J. O. (2018). Pningkatan Kompetensi Menulis Guru Sekolah Dasar Melalui Media Massa. *Jurnal UNIERA*, 7(1), 32-41.

14. Siswandoko, T., & Suryadi, A. (2013). Kompetensi, Sertifikasi Guru, dan Kualitas Belajar Siswa Sekolah Dasar. *Jurnal Pendidikan Dan Kebudayaan*, 19(3), 305-314.

15. Sulfemi, W. B. (2019). Kompetensi Profesionalisme Guru Indonesia Dalam Menghadapi Mea. *Prosiding Seminar Nasional STKIP Muhammadiyah Bogor*, 62-77.

16. Ulfatin, N., & Triwiyanto, T. (2016). Manajemen Sumber Daya Manusia Bidang Pendidikan. *PT RAJAGRAFINDO PERSADA*.

**Books:**

1. Alexander, L. (1993). *America 2000: An education strategy*. DIANE Publishing.

2. Alwasilah, A. C. (2002). *Pokoknya Kualitatif*. PT Dunia Pustaka Jaya.

3. Anggara, S., & Sumantri, L. (2016). *Administrasi Pembangunan: Teori dan Praktik*. CV Pustaka Setia.

4. Bogdan, R., & Taylor, S. (1992). *Pengantar Metode Penelitian Kualitatif: Suatu Pendekatan Fenomenologis Terhadap Ilmu-Ilmu Sosial*. Penerbit Usaha Nasional.

5. Brown, K. D. (2016). *After the "At-Risk" Label: Reorienting Educational Policy and Practice*. Teachers College Press.

6. Creswell, J. W. (1994). *Research Design. Qualitative, Quantitative Approaches*. Sage Publications.

7. Creswell, J. W. (2010). *Research Design: Pendekatan Kualitatif, Kuantitatif, Dan Mixed*. PT Pustaka Pelajar.

8. Daharti, R. (2013). *Strategi Peningkatan Kompetensi Guru dengan Pendekatan Analysis Hierarchy Process (AHP) (Studi Pada Guru SMP Komwil 05 Kabupaten Tegal)*. Magister Manajemen, STIE Bank BPD Jateng.

9. Denhardt, J. V., & Denhardt, R. B. (2000). The New Public Service: Serving, Not Steering. *Public Administration Review*, 60(6), 549-559.

10. Djalil, R. (2014). *Akuntabilitas Keuangan Daerah, Implementasi Pasca Reformasi*. Semester Rakyat Merdeka.

11. Fauzi, A. (2004). *Ekonomi Sumber Daya Alam dan Lingkungan*. PT Gramedia Pustaka Utama.

12. Grindle, M. S. (2002). *Interests, Institutions, and Reformers: The Politics of Education Decentralization in Mexico*. Kennedy School of Government Harvard University.

13. Grindle, M. S. (2007). Good Enough Governance Revisited. *Development Policy Review*, 25(5), 553-574.

14. Islamy, M. I. (2001). *Prinsip-Prinsip Perumusan Kebijaksanaan Negara*. Bumi Aksara.

15. James, P. (2015). *Urban Sustainability in Theory and Practice - Circles of Sustainability*. Routledge.

16. Kubow, P. K., & Fossum, P. R. (2003). *Comparative Education: Exploring Issues in International Context* (2nd ed.). Pearson.

17. Kumar, M. D. (2018). Canal Irrigation Versus Well Irrigation: Comparing the Uncomparable. In M. D. Kumar, *Water Policy Science and Politics* (pp. 173-191). Elsevier Science.

18. Kunandar. (2011). *Guru Profesional Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Sukses Sertifikasi Guru*. PT Raja Grafindo Persada.

19. Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquiry*. Sage Publications.

20. Lofland, J., & Lofland, L. H. (1984). *Analizing Social Setting: A Guide to Qualitative Observation and Analysis*. Wads Worth Publishing Company.

21. Makmur, H. (2007). *Filsafat Administrasi*. Bumi Aksara.

22. McClelland, D. C., & Johnson, E. W. (1984). *Learning To Achieve*. Scotti. Foresman & Co.

23. McNabb, D. E. (2002). *Research Methods in Public Administration and nonprofit Management*. M.E. Sharpe.

24. Meadows, D. H., Meadows, D. L., Randers, J., & Behrens, W. W. (1972). *The Limits to Growth*. Universe Books.

25. Moleong, L. J. (1989). *Metodologi Penelitian Kualitatif*. Remadja Karya.

26. Moleong, L. J. (2004). *Metodologi Penelitian Kualitatif*. Remaja Rosdakarya.

27. Musfah, J. (2011). *Peningkatan Kompetensi Guru Melalui Pelatihan dan Sumber Belajar Teori dan Praktik*. Kencana Prenada Media Group.

28. Nasution, S. (1992). *Metode Penelitian Naturalistik Kualitatis*. Tasito.

29. Osborne, D., & Plastrik, P. (1997). *Banishing Bureaucracy: The Five Strategies for Reinventing Government*. ERIC.

30. Ostrom, E. (2011). Background on the Institutional Analysis and Development Framework. *The Policy Studies Journal*, 39(1), 7-27.

31. Pardee, R. L. (1990). *Motivation Theories of Maslow, Herzberg, McGregor & McClelland. A Literature Review of Selected Theories Dealing with Job Satisfaction