

## **Personal Statement**

**Dear Admissions Committee of The University of Glasgow.**

I have a strong personal connection to the issue of teacher welfare, triggered by the destructive impact of workload and compensation inequality that I have directly witnessed. As graduation approached, I was surprised to learn that many education students at my university had lost the motivation to become teachers after completing their undergraduate degree. The root of the problem is that most young teachers in my district carry a heavy workload, yet receive inadequate pay, forcing them to take on multiple side jobs.

The great responsibility borne by teachers to educate future generations is not matched by the compensation they receive. A 2024 survey by the Institute for Demographic and Poverty Studies (IDEAS) revealed that 42% of teachers in Indonesia earn less than 2 million rupiah per month, with 13% earning less than 500 thousand rupiah per month. After engaging in conversations with many educators and learning that teachers from rural areas are in the most vulnerable positions, I felt compelled to dedicate my life to the issue of teacher welfare in Indonesia and make it a central part of my future professional work.

Welcoming the momentum of 100 years after independence, the government launched the direction of development for Indonesia Emas 2045 with one of its priorities in the education sector. At the same time, the population explosion popularly referred to as the demographic bonus makes Indonesia need far more teachers with better workload management, compensation, competence, and well-being. The actualization of this vision must be accompanied by optimal leadership and managerial abilities from school principals at various levels of education. However, a 2022 survey by the Center for Education Standards and Policy showed that only a small portion or around 16.9% of school principals have a good understanding of management science. Therefore, this urgent need cannot be fully placed on schools alone, but also requires the involvement of universities through the implementation of their tri dharma (three pillars of higher education in Indonesia).

I want to pursue my studies at the University of Glasgow (UofG) in the Management with Human Resource (MSc) program in Scotland, United Kingdom. UofG is a world-class institution with a research hub of professors focusing on worker welfare, particularly in the field of social work. For example, I have read the research of Dr Belgin Okay-Somerville, a lecturer at UofG who studies sustainable human resource management practices by considering cross-cultural perspectives from 54 countries, in which Indonesia is one of the samples. To achieve satisfaction among social workers in a multicultural landscape like Indonesia, Sustainable Human Resource Management (SHRM) can serve as a universal solution. Through the SHRM approach, school principals can implement fairer policies in workload distribution, rewards, and create a work environment that supports teacher well-being.

In addition, there are two further reasons for choosing this programme. First, the programme's main thread lies in its combination of foundational human resource courses such as People in Organisations and Delivering Performance, with contemporary courses on worker well-being in multicultural contexts such as Contemporary Issues in Human Resource

Management and Managing Diversity in Organisations. The combination of knowledge and skills in these two areas is essential for professionals working in the field of education workforce management. Second, being located in a multicultural developed country with a more mature regulatory framework for workers will allow me to study various models and best practices in this field. Therefore, beyond learning in the classroom, I will also be exposed to the latest research and insights in the field and have the opportunity to collaborate with experts and fellow students.

After completing my studies, I will return to Indonesia, and as part of my short-term contribution plan, I intend to become a lecturer. After mapping relevant institutions, I realised that the skills and knowledge I will acquire can benefit institutions striving to create a better educational landscape, one of which is State University of Surabaya, particularly the Department of Education Management. In addition to fulfilling my responsibilities in teaching and research, I plan to supervise several student teams so they can engage in various community service programmes regularly organised by the Directorate of Learning and Student Affairs such as the Student Creativity Programme for Community Service, the Student Organisation Capacity Strengthening Programme, or the National Community Service Programme, with a thematic focus on empowering educators.

In the long term, I aim to continue my career at State University of Surabaya within the Directorate of Student and Alumni Affairs, particularly in the Student and Alumni Organisation Development Division. I wish to contribute to vulnerable schools in the Sidoarjo Regency, Gresik Regency, and Surabaya City through community service and research, focusing on the optimisation of department-supported schools and those supported by student organisations. Furthermore, to deepen my knowledge and skills in order to increase the impact of my actions on the surrounding community, I plan to pursue certifications such as Certified Professional Coach (CPC) or Certified Human Resource Professional (CHRP), as well as continue my studies at the doctoral level with a research focus on evidence-based policy frameworks to improve the welfare of educators. As Indonesia prepares to welcome the demographic bonus, the country will need many more qualified teachers in the future, and I aspire to be part of the nation's fighters who strive to realise this vision.

Sincerely

**Cahyo Febri Wijaksono**

