

# Doctoral Dissertation

Teacher Motivation and Job Satisfaction: A Case Study of Kabul, Afghanistan

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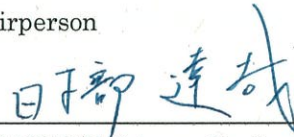
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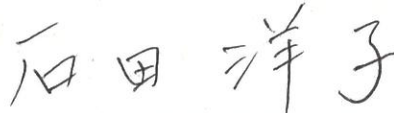
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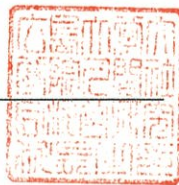
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## **Abstract**

This study aimed to determine the motivation factors to increase teacher job satisfaction. A mixed methods approach (qualitative and quantitative) was used. A qualitative method revealed that the teachers' major concerns pertained to their remuneration standards, workloads, need to teach subjects outside their expertise, lack of job security, work environments, lack of promotions, and the teaching profession compared another career. The information thus collected included responses from 125 participants regarding their intentions to leave or change their current positions as teachers.

For the quantitative study randomized conjoint experiment was conducted, and primary survey data collected from 378 teachers in Kabul were analyzed. The proposed teacher motivation policy consists of six attributes: number of classes per day, student count per class, personal working desk, teacher training, residential plot, and salary. The assignment of only three classes per day to each teacher, fewer than 40 students in each class, the provision of suitable housing plots, and the improvement of salaries were factors that could enhance teachers' job satisfaction.

The overall teacher motivation policy proposed in this research was widely supported by the sample of schoolteachers studied. The findings indicate that the teaching profession in Afghanistan must be reformed to improve teachers' working conditions.

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## **List of Abbreviations**

ACCE	Average Conditional Component Effect
AFN	Afghanistan currency (Afghani)
AMCEs	Average Marginal Component Effect
CA	Conjoint Analysis
ESM	Experience Sampling Method
MoE	Ministry of Education
MoHE	Ministry of Higher Education
OLS	Ordinary Least Squares Regression
SEM	Structural Equation Modeling

## **Chapter 1 Introduction**

### **1.1 Rationale and Research Motivation**

Motivation is essential for facilitating the overall performance of an organization. A motivated employee is likely to continue working diligently and to perform well in their role. Different scholars have defined employee motivation in various ways. Motivation has been summarized in terms of three factors that address the following three questions: What is the employee's source of energy or stimulation? What factors channel or direct such behavior and what factors can sustain or maintain the continued progress of such behavior (Bassy, M. (2002)? Yasmeen et al. (2019) defined motivation as the driving force that compels an individual to expend the utmost effort to meet the goals and objectives established by an organization while performing their job. As such, motivation is a vital factor that stimulates individuals to strive diligently to achieve their goals. Work motivation is one of the essential topics that has been researched by practitioners, and scholars (Viseu et al., 2016). These figures have explored such motivation in different working contexts, such as education. In educational settings, motivation refers to the act of inspiring teachers to act willingly in particular ways that lead to better results (Yasmeen et al., 2019).

Viseu et al. (2016) described teacher motivation as the primary form of motivation required in the education sector. Teacher motivation is a decisive factor in the success of schools, including school functioning and student motivation. Viseu et al. (2016) noted that teacher motivation has a tremendous influence on student motivation and the overall performance of the organization in different ways, such as in terms of student performance, teaching quality, enhanced student-teacher relationships, improvements in the self-efficacy beliefs of students, and class wellbeing. Motivating teachers improves their job satisfaction, thereby improving the services and performance of the organization. Yasmeen et al. (2019) noted that teacher motivation is a critical factor that influences the overall performance of schools. As such, teachers' motivation affects the overall quality of education. This study investigates the effects of teacher motivation on increasing job satisfaction and, ultimately, the quality of education in Afghanistan.

Research on the quality of education in Afghanistan remains limited. In one study conducted by Roehrs & Suroush (2015), the quality of education in Afghanistan was shown to be associated with the teacher crisis. This crisis refers to a situation in which teachers were badly paid, too few in terms of numbers, and poorly trained. Most of the challenges faced by teachers in Afghanistan revolve around the concept of motivation. Research has indicated that the most notable challenges faced by teachers include low salaries, insufficient numbers of teachers, poor training and general unhappiness, and dissatisfaction with work (Roehrs & Suroush, 2015). Quality of education is directly related to teaching quality, learning quality and the retention of qualified teachers. According to previous studies, the rate of teacher turnover increases when leadership and management fail to focus on teachers' motivation, job satisfaction, and willingness to continue teaching (Khawary & Ali, 2015). Although teachers may continue teaching without being motivated, the resulting quality of education may be low, leading to reduced passion for teaching and ultimately a low quality of work.

Khawary & Ali (2015) noted that low motivation and decreased job satisfaction result in increased turnover among teachers. Teacher turnover is an indicator of low-quality education. The major causes of teacher turnover include low salaries, a lack of teacher motivation, high workloads, the absence of career paths, and weak recruitment and retention processes. According to the observations of these authors, teachers in Afghanistan have long teaching hours, which causes them to become discouraged with respect to their work. This situation forces teachers to strive to change the teaching profession to lighten the workload, as they are dissatisfied with their roles. According to a study conducted by Katawazai (2021), critical challenges that affect the proper implementation of the curriculum include teachers' large workloads, a lack of equipment, large class sizes, and heavy workloads associated with the subjects in question. However, due to increased demand for English language learning, teachers have been assigned to teach more classes per day, and these classes are rarely allocated based on the teachers' own development. As such, large workloads for teachers are a factor that can hinder their performance.

Khawary & Ali (2015) noted that low salaries are a primary factor discouraging teachers, as low pay makes it more difficult for them to meet their basic survival needs. According to Maslow's hierarchy of needs, people will satisfy their personal needs in a hierarchical order (Gawel, 1996). Therefore, individuals will satisfy their basic needs before they can satisfy other needs in the hierarchy. It is critical for teachers to be compensated adequately to ensure that they feel comfortable and able to meet the basic needs of their families.

Herzberg (1959) proposes a two-factor theory that includes hygiene and motivational factors. Factors related to hygiene include company administration and policies, job security, interpersonal relations, pay, and working conditions. A deficiency with respect to these factors leads to job dissatisfaction, while the presence of these factors prevents job dissatisfaction and creates job satisfaction. In comparison, the results reported by Khawary & Ali (2015) indicate that pay, which is a factor related to hygiene, influences the loss of motivation among teachers.

Roehrs & Suroush (2015) investigated the factors associated with unmotivated teachers and the connections between such a lack of motivation and the quality of education in Afghanistan. As a result of these conditions, teachers in Afghanistan engaged in nationwide protests in May 2007, which paralyzed teaching activities in schools. The Ministry of Education composed a letter promising to meet some of the teachers' demands, including complaints related to increased working hours, blocked promotions, and the poor housing conditions of teachers. The government promised to address teachers' grievances regarding their salaries by increasing their salaries, distributing plots of land to them, and subsequently constructing buildings for them (Roehrs & Suroush, 2015). According to such research, "Fazl Ahmad Fazl, who was one of the main organizers of the strike, told Afghanistan Analysts Network (AAN), an independent nonprofit policy research and analysis organization in Afghanistan, that with current salary levels, many teachers can survive for only 15 days in a month and that many have to take up additional work" (Roehrs & Suroush, 2015). According to Afghan Analyst Networks, ministry officials admitted that the quality of education was likely to suffer due to the low motivation of teachers. Given this

information, it is necessary to understand the concept of teacher motivation, which will increase job satisfaction.

## **1.2 Motivation Theories**

Different theories have been used to explain the concept of motivation among employees. This research is based on two theories: Herzberg's two-factor theory, also known as Herzberg's motivator-hygiene theory, and Maslow's hierarchy of needs. In this research, these theories are used to understand teacher-related factors and the ways in which they influence teachers' performance and, ultimately, the quality of education in Afghanistan. These theories highlight various types of motivations, the needs they fulfill, and the ways in which they affect job satisfaction.

### **1.2.1 Maslow's Hierarchy of Needs**

Maslow's hierarchy of needs categorizes the needs of human beings into a hierarchy featuring five needs: self-actualization, esteem, love, safety, and psychological needs. Self-actualization represents a growth type of need, while the other four levels constitute the deficiency type of need (McLeod, 2007). Individuals must fulfill lower-level deficit needs, which include deficiency needs before they can fulfill higher-level growth needs (Maslow, 1943). The original hierarchy of needs contains psychological needs, which include warmth, food, drink, shelter, sleep, and sex. These needs should be satisfied prior to the satisfaction of all other needs. All other types of needs are secondary and must be met after the satisfaction of psychological needs. Safety needs include security, freedom from war, stability and law and order. Love needs include social needs and a sense of belongingness. Esteem needs include various aspects, such as achievement, dignity, and independence. Finally, self-actualization needs include the desire to become what one can be, thus allowing one to realize oneself (Maslow, 1987).

### **1.2.2 Herzberg's Motivation-Hygiene Theory**

Herzberg (1959) described a two-dimensional set of factors that affect people's attitudes toward work. This research categorized motivation-related factors into motivators and hygiene factors. In his research, Herzberg provided an appropriate foundation and stimulus for investigators to advance our understanding of job satisfaction among workers.

Malik & Naeem (2013) explained Herzberg's theory of motivation. Herzberg identified job satisfaction and job dissatisfaction as two independent and distinct concepts that are influenced by motivation. Motivators generate job satisfaction and lead to increased productivity. The motivators described by Herzberg include achievement, responsibility, advancement, the work itself, and recognition. As such, a lack of motivators reduces job satisfaction among workers. On the other hand, hygiene factors include company administration, company policies, job security, interpersonal relations, pay, and working conditions (Malik & Naeem, 2013).

Yasmeen et al. (2019) found that teachers will be motivated both extrinsically and intrinsically (See Chapter 2). An intrinsically motivated teacher performs an activity with the aim of reaching an achievement, obtaining self-actualization, and experiencing success. On the other hand, teachers who are extrinsically motivated play their roles with the aim of obtaining rewards, which may be realized in terms of salary or praise. Based on these results, Yasmeen et al. (2019) indicated that intrinsic motivators include factors such as appreciation, achievement, success, enjoyment, and the appointment of regular teachers and head teachers. Malik & Naeem (2013) noted that extrinsic factors such as promotional opportunity, fringe benefits, working conditions, and adequate pay equity are critical in determining job satisfaction, particularly among lower-level employees. However, the presence of hygiene factors does not enhance job satisfaction. Gavel (1996) identified motivators, which are also known as satisfiers, as long-term positive effects that enhance job performance among workers. In contrast, hygiene factors, which are also known as dissatisfiers, lead to consistent results, indicating that they represent short-term changes in the improvement of job attitudes and job performance among employees. I developed my research design and framework based on Maslow's hierarchy of needs and Herzberg's motivation-hygiene theory (See Chapters 5 and 6).



### **1.3 Scope and Delimitation of The Study**

The general purpose of this study is to identify the factors that cause teachers to leave and change their profession and then investigate the motivational factors that increase teacher job satisfaction. The study is conducted in Kabul, Afghanistan, in which context participants from different schools are investigated to provide data concerning teacher motivation factors in the country. The study population included 400 participants. The study is conducted over a period of two months and is based on Herzberg's theory; it aims to identify both motivators and hygiene factors that improve teacher job satisfaction. Herzberg's motivation-hygiene theory and Maslow's hierarchy of needs are used to conduct the research.

### **1.4. Significance of The Study**

The study is significant in a variety of ways. The results of this study can help the Ministry of Education and other stakeholders in Afghanistan identify the factors that affect teacher motivation and the paths taken by such influence. The study provides a foundation on which future researchers can conduct research on teacher motivation, job satisfaction, and the quality of education to expand on the insights obtained. The study can also provide information regarding the ways in which these factors are related to job satisfaction.

### **1.5 Structure of The Dissertation**

The dissertation includes eight chapters. The first chapter is the Introduction, the second chapter is a Literature Review, the third chapter pertains to Educational Development in Afghanistan, the fourth chapter contains the Research Methodology, the fifth chapter focuses on the Qualitative Method, the sixth chapter focuses on the Quantitative Method (The early form of chapter 6 is published in Khuram et al., 2022), the seventh chapter contains the Discussion, and the final chapter emphasizes on Conclusion. The quantitative research data are published in the Asia Pacific Education Review Journal (APER).

## Chapter 2 Literature Review

Employee motivation is critical for the success of an organization. Each worker is responsible for exhibiting energy, drive, and commitment regarding the organization's day-to-day activities. Yasmeen et al. (2019) defined employee motivation as the compelling force that causes an individual to invest the maximum amount of effort into the task of achieving organizational objectives. For instance, one may work diligently to ensure that students exhibit a high pass rate.

Additionally, the literature review performed by Viseu et al. (2016) examined studies on positive psychological capital, work satisfaction, and teacher motivation written between 1990 and 2014. Forty-three studies satisfied the criteria for inclusion. The majority of the methods used in these studies were quantitative. While little research focused on psychological capital, work satisfaction was consistently connected with teacher motivation. More research may be needed into psychological capital's ability to motivate teachers.

Teachers are also crucial in implementing educational policies that are relevant to the functioning of the school. As such, teachers are vital to the management of classrooms and schools. Nadim et al. (2012) noted that teachers and all other professionals have their roots in education. As such, teachers are fundamental pillars of the education system regarding the functioning of the country. Bishay (1996) claimed that teaching can be viewed as a vital profession for the future of a nation.

Teachers participate in shaping and enhancing the personalities and futures of students. Therefore, teachers are significant with respect to ensuring the successful functioning of education and improving the quality of educational institutions. The need for teacher motivation is evident and requires that the government and schools understand the decisive role of teachers in enhancing education quality. Thus, it is vital to continue motivating teachers to enable them to perform their teaching duties effectively. Nadim et al. (2012) noted that teachers' job satisfaction is determined primarily by their motivation; therefore, it may not be comforting to note that teachers are not satisfied with their professional roles (Bishay, 1996). This dissertation reviews studies conducted by various

scholars concerning teacher motivation with the aim of increasing teachers' job satisfaction and improving the quality of education in Afghanistan. Other factors are also examined for the purpose of identifying factors that promote teacher motivation. This study begins by addressing subtopics such as teacher motivation, intrinsic and extrinsic motivation, the relationship between intrinsic motivation and teachers' job satisfaction, and the relationship between extrinsic motivation and job satisfaction.

## **2.1 Teacher Motivation**

Han & Yin (2016) noted that motivation is among the most frequently researched topics in education and psychology. These authors defined this term as the drive or energy that guides people to play a particular role in an organization or in other contexts. Various scholars have identified a range of aspects related to motivation, particularly the notions of initiating and sustaining motivation. According to Williams & Burden (1997), initiating motivation refers to factors related to deciding and doing something. On the other hand, sustaining motivation can be defined as the effort required to persist in engaging in a particular activity. Thus, the fundamental features of motivation, according to most researchers, include the magnitude and direction of one's choice to play a specific role. As such, motivation helps people make decisions regarding what to do, how they can sustain such activity, and the diligence with which they pursue their objective. Accordingly, what is teacher motivation? Teacher motivation refers to the factors and variables that influence how a teacher performs his or her duties. This process is used to stimulate, channel, and sustain behavior (Oko, 2014).

Dörnyei & Ushioda (2011) indicated that two concepts can be used to define motivation, i.e., the magnitude and direction of human behavior. Motivation can be distinguished into intrinsic and extrinsic motivation. The primary role of motivation is to increase job satisfaction, which improves the organization's performance. In this case, motivation improves teacher job satisfaction and, ultimately, school performance. Bishay (1996) conducted a study to evaluate the effects of motivational factors on job satisfaction among teachers. The results of this study indicated that motivation and job satisfaction have a significant relationship. Therefore, it is necessary to identify both extrinsic and intrinsic factors, as well as their impacts on teacher job satisfaction.

## **2.2 Intrinsic Motivation**

Intrinsic factors are also referred to as motivators or satisfiers. According to Demir (2011), intrinsic motivation refers to how the process of performing an activity can inherently motivate or satisfy a worker instead of merely leading to certain consequences. Begum & Hamzah (2017) describe intrinsic motivation as more influential than extrinsic motivation with respect to an individual's performance. Workers who are intrinsically motivated engage in activities that benefit them: they work freely on the activities that interest them without expecting financial or material rewards. Such people engage in activities to challenge their competencies and to use their skills and creative abilities for their own betterment. This type of motivation is perceived as highly self-determined since the reason for which the individual commits the action in question is based on the positive feelings the individual experiences while doing so. According to Ryan & Deci (2000), intrinsic motivation refers to the process by which a worker engages in a particular activity for their inherent satisfaction instead of for achieving certain outcomes. According to Pardee (1990), a lack of these factors does not lead to dissatisfaction; however, the availability of these intrinsic values leads to satisfaction, among other results (Pardee, 1990).

In their research, Jain & Verma (2014) found that teachers' competency motivates them to perform their duties. These authors also realized that good working conditions, the availability of guidance, job security, the proper division of work, and the availability of promotion opportunities were likely to enhance teacher job satisfaction and, consequently, improve the performance of the organization. According to Herzberg's two-factor theory, two factors are significant in this context: motivation and hygiene. The intrinsic factors that motivate people include growth, advancement, responsibility, recognition, and achievement (Alshmemri et al., 2017). The two factors proposed by this theory represent both intrinsic and extrinsic values. With regard to achievement, teachers must be provided with opportunities to experience the feeling that they are achieving their goals. Such experience gives teachers the feeling that they have completed a complicated task after a challenging experience. In their research, Melaku & Hundii (2020) indicated that the primary factors that affect the job satisfaction of teachers include their relationships with top management, opportunities for promotion, overtime work without pay, and the availability of teaching

materials. However, these researchers also suggested that other forms of motivation required by teachers include acceptance by the community, advancement, and recognition. Whether these basic needs are met, according to the research, can be determined only by reference to extrinsic motivation.

### **2.3 Extrinsic Motivation**

Despite the significance of intrinsic motivation, Ryan & Deci (2000) claimed that most activities are not intrinsically motivated. Accordingly, many activities required by an organization are not intrinsically interesting and do not require the use of intrinsic motivation to satisfy the worker. What is extrinsic motivation? Nadim et al. (2012) noted that extrinsic motivation factors are also referred to as hygiene factors, which are included in the two-factor theory proposed by Herzberg (1959, p. 27). Extrinsic factors are described as factors that are related to the environment or context in which a job is performed. Unlike intrinsic factors, inadequate or missing extrinsic factors cause negative feelings and dissatisfaction among teachers. However, their presence does not lead to feelings of satisfaction. In their research, Ryan & Deci (2000) claimed that extrinsic motivation could be defined as the performance of an activity that leads to a particular separable outcome.

The hygiene factors described by Herzberg (1959) include supervision, working conditions, salary, relationships, security, and status. A teacher's salary helps them address their basic needs, among other purposes. As such, teachers need reasonable and fair pay. Extrinsic motivational factors for teachers may also constitute incentives. Bennell (2004) associates incentives with improved performance in public schools. He claims that extremely low pay for most teachers requires secondary teachers to receive additional income from private tutoring activities to complement the small amounts that they receive from public schools. Thus, a lack of adequate pay or salary demotivates workers in their activities. Increased working hours, changing curricula, additional subjects, and large class sizes are also demotivators. As noted, job security is a critical requirement for satisfying teachers with the aim of increasing their productivity. Extrinsic behavior is not performed by an individual for the purpose of receiving a reward or avoiding some form of punishment (Demir 2011). The research has also described extrinsic motivation as a form of reflection that lacks self-determination, while intrinsic motivation is associated with self-determination. Demir (2011)

claimed that extrinsic motivation does not undermine intrinsic motivators but can be used to enhance them. This claim leads to another critical concept known as job satisfaction. Are intrinsic motivation factors or extrinsic motivation factors more effective in improving teachers' job satisfaction? To answer this question, it is necessary to understand the extant literature on job satisfaction according to the perspectives of various scholars.

#### **2.4 Job Satisfaction**

Job satisfaction can be defined as the extent to which the needs of employees are fulfilled. It provides a basis on which organizations can be assessed and evaluated. According to Melaku & Hundii (2020), a lack of job satisfaction and commitment leads to job inefficiency and the loss of teachers. Melaku & Hundii (2020) also indicated that satisfaction should involve a variety of aspects, such as salaries, promotions, and other social needs. Notably, deficiencies in various forms of intrinsic and extrinsic motivation, such as low salaries, stressful jobs, a lack of promotions, and a lack of teaching materials, have negative impacts on teachers' job satisfaction. Sergiovanni (1967) noted that less motivated teachers are likely to exhibit less satisfactory performance. Most unmotivated teachers are constantly ready to leave their jobs, thus increasing their turnover rates. As such, schools and organizations should invest more effort into teachers, ultimately enhancing their performance at work. Job satisfaction is one factor that enhances class performance and overall productivity in school, thereby improving the quality of the education offered by the school.

#### **2.5 Relationship between Intrinsic Motivation and Job Satisfaction**

Raza et al. (2015) researched the relationship between intrinsic motivation and employees' job satisfaction. This research indicated a critical relationship between the three variables used to represent intrinsic motivation and employee job satisfaction: job responsibility, achievement, and security. Job security positively influences job satisfaction. The success of organizations is dependent on personnel commitment and effort. Scholars have investigated employee motivation with respect to the enhancement of job satisfaction using various intrinsic and extrinsic sources, such as workplace flexibility, job security, and achievement (Gigantesco et al., 2003; Chu et al., 2003; Koustelios et al., 2003).

The study conducted by Raza et al. (2015) indicated that the feeling of achievement strongly influences employee job satisfaction. Another intrinsic factor that affects employee motivation is achievement. Research conducted by Raza et al. (2015) indicated that employee achievement positively affects job satisfaction. This term refers to the personal act of participating in various teaching-related activities. Critically, the “amount of responsibility an individual feel on any given occasion is a direct function of the strength of the links between the elements and the importance of the elements to the individual” (Britt, 1999, p. 696). Raza et al. (2015) also emphasized the importance of work in motivating teachers and improving the overall quality of education. These studies noted that one of the critical aspects of a job is the work itself: most employees focus on the job itself when asked to evaluate the features of their job.

## **2.6 Relationship between Extrinsic Motivation and Job Satisfaction**

Extrinsic factors include job security, relationships with coworkers, supervision, working conditions, and compensation (Herzberg, 1966). In his study, Herzberg (1966) noted that extrinsic factors do not function as satisfiers for workers. However, the absence of these factors serves as a source of job dissatisfaction. Extrinsic factors are primarily described as motivators that are characterized by the use of money. Abdullah et al. (2009) evaluated the relationship between various dimensions of teachers’ work and job satisfaction. The significant characteristics of these work dimensions include the work itself, promotions, coworkers, supervision, pay, and working conditions. This research indicated that teachers are generally dissatisfied with their working conditions and pay. However, general satisfaction was expressed in other areas, such as work, coworkers, supervision, and promotions. Abdullah et al. (2009) concluded that working conditions and pay are the two major dissatisfiers among secondary school teachers. Extrinsic motivational factors result in significant job satisfaction among employees. Saeed et al. (2013) claimed that reasonable wages could drive employees' job satisfaction. The productivity of employees is low in cases where employees' satisfaction level is low.

Nyarko et al. (2014) investigated the individual effects of motivation on job satisfaction among teachers. This research highlighted a positive correlation between the motivation and job satisfaction of teachers. It also showed that intrinsic motivation is equally as effective as extrinsic motivation with regard to improving teachers' job satisfaction. Nyarko et al. (2014) found that extrinsic motivation is as important in this context as intrinsic motivation. In their research, the authors noted that Ghana is characterized by economic challenges, making it difficult for both female and male teachers to survive without adequate salaries. According to Nyarko (2013), "In Ghana, where the majority of the citizenry faces economic challenges, neglecting extrinsic motivations in the promotion of creativity could be detrimental in nursing the creative potential in our children." Another reason that teachers may be inclined to value intrinsic factors more than extrinsic factors is that the latter does not persist as long as the former. As such, educators and other stakeholders in education should perceive extrinsic and intrinsic motivation as two forms of motivation that can be used to promote job satisfaction among teachers.



## 2.7 Summary

Various scholars have researched the importance of motivation in teachers. Teacher motivation has been defined in terms of three primary factors: energy, direction, and sustainability. Motivation influences the decision-making that can help individuals determine how to sustain beneficial activities and identify the difficulties they might face while pursuing an objective. Motivation is categorized into two forms: intrinsic motivation and extrinsic motivation. Intrinsic motivation is highly self-determined, and its functioning is based on the positive feelings of the person performing the action. Examples of intrinsic motivation include growth, advancement, responsibility, recognition, and achievement.

On the other hand, extrinsic factors are described as motivators that are characterized by the use of monetary rewards. Examples of extrinsic motivation include salaries and land ownership. Both intrinsic and extrinsic motivation factors influence the job satisfaction of teachers. The body of research on teacher motivation and job satisfaction includes a variety of studies that explore teacher motivation, measure job satisfaction, and draw key conclusions from the research. Important studies, their techniques, and their key conclusions are summarized below:

Bishay (1996) research examined motivation and teachers' job satisfaction. The traditional experience sampling method (ESM) was used in the study. This study found that motivation and job satisfaction have a significant relationship. Yasmineen et al. (2019) examined intrinsic and extrinsic motivation among teachers at a government-operated special education secondary school in Pakistan; this study used a qualitative methodology based on thematic analysis. The significant findings demonstrated that teachers' intrinsic motivation was driven by their pleasure, accomplishments, and enjoyment in working with students with special needs. However, their extrinsic motivation was low due to low salaries, few opportunities for promotion, and lack of job security.

Nadim et al. (2012) used a survey technique and a questionnaire to examine how intrinsic and extrinsic motivational factors affected teacher job satisfaction. The study was conducted in public sector degree colleges in Pakistan and employed structural equation modeling (SEM). The results showed that opportunities for promotion and involvement in decision-making substantially impacted job satisfaction. Salaries, criticisms, and rewards were among the extrinsic elements that contributed to this impact. Ryan and Deci (2000) examined intrinsic and extrinsic incentives according to self-determination theory. This study demonstrated that social relatedness, competence, and autonomy boost intrinsic motivation and the internalization of extrinsically motivated behavior. The authors emphasized autonomy support and compelling rationales. The process may entail theoretical analysis and research synthesis.

A study conducted at Wachemo University aimed to investigate the variables influencing teachers' job satisfaction. The researchers responsible for this study collected data using questionnaires and interviews. The significant conclusions showed that salaries, burdens, relationships with management, promotions, teaching materials, and campus regulations were the factors that influence teacher job satisfaction (Melaku & Hundii, 2020).

Raza et al. (2015) examined employee job satisfaction and intrinsic motivation. This study was conducted in Islamabad, Pakistan, and focused on a convenience sample. The study measured job satisfaction, security, achievement, responsibility, and work using a Likert scale: regression analysis indicated positive and significant correlations among job happiness, security, achievement, responsibility, and work. The study explored how intrinsic motivation affects job satisfaction.

Abdullah et al. (2009) examined secondary school teachers' job satisfaction in Malaysia. The researchers employed cluster sampling to recruit 200 teachers. Data were collected via questionnaires. The researchers used descriptive statistics, t-tests, ANOVA, and correlation analysis. Secondary school teachers were dissatisfied with their working conditions and the pay system in rural areas.

Nyarko et al. (2014) examined Ghanaian junior high school teachers' motivation and job satisfaction. The researchers used a convenience sampling approach to select 200 instructors in Accra. The overall job satisfaction scale and the work preference inventory were used. Motivation was positively correlated with job satisfaction, although motivation type and gender did not affect job satisfaction.

Based on previous studies, two specific research gaps can be identified:

1. It is necessary to design a compensation package for teachers based on their actual motivational needs. No previous studies have focused on compiling a compensation package designed to encourage teachers.
2. Previous studies have focused on the motivational factors of teachers as a whole.

It is necessary to study the motivational factors of teachers of different socioeconomic classes.

This research addressed the following two research gaps:

1. A randomized conjoint experiment was conducted to design a compensation package for teachers based on their motivational needs.
2. This research focused on the motivational factors of teachers of different classes, marital statuses, housing characteristics, genders, education levels, incomes, and ages using sub-sample analysis.

## **2.8 Research Objectives and Research Questions**

1. To identify the factors (demotivation) that cause teachers in Kabul to leave their profession.
2. To determine the motivation factors that increase teacher job satisfaction in Kabul.

The researcher intends to accomplish the aim and objective of this study by answering the following questions:

1. What job dissatisfaction factors exist in teachers in Kabul province?
2. What teacher motivation factors increase teacher job satisfaction in Kabul, Afghanistan?

This research was conducted to fill the research gaps identified and answer the questions listed above.

## **Chapter 3 Educational Development in Afghanistan**

### **3.1 The Education System**

The education system of Afghanistan has undergone a variety of changes over time. The education system of Afghanistan comprises multiple levels of education, including primary education, secondary education, vocational education, religious education, and teacher training. The government has enacted laws that uphold the rights of human beings in the context of education (World Education Services, 2016); primary education was made compulsory for all children as early as 1935 (Karlsson & Mansory, 2008). Primary education covers grades 1-6 for children between the ages of seven and thirteen (Kibria, 2013). According to the Education Law of 2008, the education of children is compulsory with respect to primary education for a total of six years. The primary curriculum is consistent throughout the country but can be tailored to fit the needs of the local community.

Access to free education through the level of a bachelor's degree is a constitutional right (constitutional rights are the protections provided by law to the citizens of Afghanistan). However, various challenges affect the education system in Afghanistan, particularly in public institutions. This situation has led to the development of increasing numbers of private and for-profit organizations to absorb more young Afghans due to the high rate of demand for higher education. Notably, the cost of such private education is unregulated and variable, making it difficult for the average citizen to afford it (World Education Services, 2016). Although lower secondary education is free and compulsory, as is primary education, upper secondary education is free but not compulsory (Kibria, 2013).

Afghanistan's Ministry of Education (MoE) is responsible for a variety of activities, including curriculum design, policy development, funding, basic teacher education, and evaluation. The MoE also oversees 34 education departments that supervise all the districts. These education departments manage 412 district offices throughout the country (World Education Services, 2016). The Ministry of Higher Education (MoHE) oversees the overall tertiary system, including various activities such as advanced teacher education, quality assurance, the establishment of institutions, policy development, and funding. From 2010 to 2014, the Ministry of Higher Education (MoHE) ensured that all private and public higher

learning institutions were accredited (Aturupane, 2013). Historically, this group has exercised a high level of control over public universities' academic and administrative characteristics. Some reforms have been implemented with the aim of providing a greater degree of autonomy. However, these efforts have been unable to fully accomplish their intended goals. Higher education includes both institutions of higher education and universities. In 2012, there were 12 institutions of higher education, 19 public universities, and 31 public higher education institutions in Afghanistan (Aturupane, 2013).

This field has undergone dramatic growth since 2002. Although the number of private institutions has varied over time, Aturupane (2013) noted that the number of private higher education institutions offering professional courses and degrees in 2013 was 68 (Aturupane (2013) and that 34% of all students in 2012 were enrolled in private universities. At that time, there were approximately 70 private universities with approximately 52,000 students in Afghanistan. Aturupane (2013) reported that most private institutions in Afghanistan had been converted into demand-absorbing institutions offering a variety of highly sought after programs, such as information and communications technology, marketing, accountancy, and management. Due to such high demand, these programs have been described as profitable for private institutions.

The education system in Afghanistan has made significant progress over the years. The law that made primary education and lower secondary compulsory played a significant role in enhancing and increasing the enrollment of children in school. The Ministry of Education has implemented comprehensive measures to improve the quality of education in Afghanistan. It has cooperated with international donors such as UNESCO to facilitate the reconstruction of the education system and to construct the necessary facilities to enhance the quality of education in the country. Afghanistan's Ministry of Education (MoE) has facilitated the development of different aspects of education, such as curriculum design, policy development, funding, primary teacher education, and evaluation. Additionally, the Ministry of Higher Education has overseen the development of overall tertiary education system, including by facilitating different activities such as advanced teacher education, quality assurance, institution establishment, policy development, and funding.

However, certain notable challenges remain that should be addressed by relevant stakeholders in Afghanistan to continue improving the quality of education in the country. Such factors include the low salaries given to teachers, the lack of recognition of teachers, the lack of promotions for teachers, teachers' working hours, the ratio of teachers to students, and teachers' working conditions. Additionally, relevant stakeholders should continue to improve the status of education for students. The Ministry of Education and other relevant stakeholders should develop policies aimed at enhancing the education system.

### **3.2 Curriculum**

Primary education is divided into two categories: grades 1-3 and grades 4-6. In the first category, the curriculum comprises subjects such as physical education, mathematics, arts, a first language (i.e., Pashtu or Dari, depending on the region), and religious studies. In the second category, the curriculum consists of a second language (i.e., Pashtu or Dari, depending on the region), geography, history, and natural science. After grade 6, the student must obtain admission to lower secondary education by passing the relevant examination (World Education Services, 2016).

Secondary education takes place over a period of six years. It is categorized into two three-year cycles. In the first cycle, the student progresses through three classes, i.e., grades 7 to 9. This category is referred to as middle school (Kibria, 2013). The other cycle includes grades 10 to 12 and is referred to as the high school level. The culmination of secondary school is an examination known as Baccaluria (graduation from grade 12). It is vital to note that technical education is offered in upper and lower middle schools in the fields of aeronautics, agriculture, teacher training, applied arts, and commerce (Kibria, 2013). The completion of 12 years of education leads to a situation in which students will choose from vocational and technical education instead of education offered at higher education. As a result of one choice, the student focuses on the social studies stream, while the other choice leads the student to focus on the natural science stream. However, these subjects are primarily viewed as a duplication of the subjects studied at the lower secondary education level. Following either choice, the primary requirement for the student is to qualify for the examination. The students are thus awarded the Baccaluria level qualification (Kibria, 2013).

Mashwani (2017) claimed that education is primarily viewed as intended for the benefit of individuals and the promotion of national development as well as the overall life of citizens in the country. Educating both males and females improves their lives by providing them with equal opportunities and better earnings. Over time, the relevant educational agencies have focused on parity and equal access to education between girls and boys, which was a severe problem (Mashwani (2017)). This focus is because the country struggled to change its attitudes and culture; the first modern school was established in 1903 solely for boys. However, the first school for girls was established between 1919 and 1929 (Sultani, 2004, p. 2), and the education of girls has continued to expand since that time. In their research, Arooje & Burrige (2020) highlighted the report issued by the Monitoring and Evaluation Committee, which noted that the current curriculum offered skills and knowledge that are not applicable to the twenty-first century.

This report also stated that students face excessive burdens because the curriculum covered a great deal of material over an inadequate period of time. Some of these challenges have inspired the government to develop policies and set aside funds to address these issues and to improve the overall level of education in Afghanistan. The government of Afghanistan has implemented various policies. The national government of Afghanistan features a centralized jurisdiction for education-related policies and frameworks, which are subsequently implemented through its various policy and ministerial arms throughout the 34 provinces of Afghanistan (Arooje & Burrige, 2020). Arooje & Burrige (2020) described the education sector as one of the most complex sectors in Afghanistan; this sector includes both the private and public sectors that participate in the management and administration of the education sector. The critical ministries involved in this process include the Ministry of Higher Education (MoHE) and the MoE.



### **3.3 Education Budget in Afghanistan**

The budget of the education sector in Afghanistan is regulated by two ministries: the MoHE and the MoE (World Bank, 2018). Approximately 40 to 50% of the education budget was provided by various development partners and international donors between 2010 and 2015 (World Bank, 2018). While some of this funding was distributed directly to the relevant projects, other external funding was administered and allocated by the government of Afghanistan. Notably, off-budget spending has declined over the years because donors have channeled their funding to the education sector via the national budget (World Bank 2018). The budget allocated to the education sector in 2018 was 2.4% of the GDP of Afghanistan (Arooje, 2020).

Arooje & Burrige (2020) noted that the education budget is significant. Nevertheless, considering the increased level of enrollment and various levels of need, it is necessary to increase the established budget for different educational activities. According to one recommendation included in the World Bank (2018) report, the government should develop a long-term projection regarding the education budget. A study conducted by Roehrs & Suroush (2015) showed that the demand for education is increasing at a higher rate than the current number of teachers being hired. This situation puts pressure on the government to increase spending on the salaries of teachers, ultimately reducing the budget for other education-related expenditures. A report by the World Bank (2018) indicated that education spending has been decreasing over the past five years. For instance, the annual budget in 2013 was 3.5% of the GDP of the country, while in 2015, it was 3.3%, in 2016, it was 3.5% and in 2017, it was 3.4%. Expenditure on primary education was 44.19% of this amount, while expenditure on secondary education accounted for 22.25%. In 2018, government expenditure on education was 3.2% of the total GDP (World Bank, 2019).

The reason for this decline is the substantial increase in the number of students in secondary education. Afghanistan should develop a long-term budget as part of a multi-year project to address its citizens' current and future needs in the education sector (World Bank, 2018). Moreover, long-term projects are required to address the increased need for school maintenance and repairs (Arooje, 2020).

### **3.4 Government Policies**

The government has implemented policies that have shaped the current status of education in Afghanistan. The Education Law of Afghanistan from 2008, as well as the constitution, are fundamental policies that have provided a legal framework for the education system in the country (MoE, 2016). The Education Law of Afghanistan stipulates that primary education is compulsory (World Education Services, 2016). It notes that primary education should be accessible in all public schools for students between the ages of 6 and 8 years (Arooje & BurrIDGE, 2020). Lower secondary education, which is intended for students between the ages of 13 and 15 and is also compulsory and accessible according to the education law, takes place over a period of three years. As such, the education law clearly stipulates that the basic levels of education are primary and lower secondary education for children (Arooje & BurrIDGE, 2020). The policy establishes different improvement programs based on three fundamental qualities: efficient and transparent management, equitable access, and quality and relevance (Arooje & BurrIDGE, 2020). The primary aim of the Ministry of Education in Afghanistan is to improve secondary school enrollment and increase primary school attendance. The MoE also focuses on improving various programs, such as links with donors, data collection, reporting, program management, and overall efficiency and operations (MoE, 2016). The World Bank report recommended that policymakers develop a high-quality university system to improve the education system.

### **3.5 Enrollment**

The development of education has been marked by achievements and accomplishments, as well as challenges. Political factors have affected the operations of the education system. Between 1996 and 2001, the Taliban government banned education for girls, which mainly affected girls in cities (Karlsson & Mansory, 2008). In the rural areas in which 80 to 90% of the Afghan population lived, local communities supported the education of girls financially (Karlsson & Mansory, 2008). Prior to 2002, government authorities provided only a few educational services (Karlsson & Mansory, 2008). However, education was declared a national priority in 2002, receiving support mainly from nongovernmental organizations (NGOs). According to the “Swedish Committee for Afghanistan,” one of the most prominent NGOs in Afghanistan, in March 2002, more than 250,000 students were enrolled in primary

and secondary school levels in Afghanistan. Karlsson & Mansory (2008) described the quality of teaching in Afghanistan as low because the country featured few trained teachers, resulting in reliance and an aging workforce. In the period between 2002 and 2012, the enrollment of children in the primary and secondary education system increased from 2.3 million to 8.6 million (Samady, 2013). In the higher education sector, student enrollment increased from 31,200 to 101,000; 19% (19,200) of these students were female. Samady (2013) also noted that despite extensive efforts to expand and improve the education sector, only 58% of school-age children attended schools for basic education. According to the World Bank report, reasons for the low enrollment of students in education can be traced to violence and insecurity. These factors may have caused parents to be afraid to send their children to school (Aturupane, 2013). The other reason cited was the low levels of educational attainment exhibited by women in Afghanistan. The report also noted that in 2012, women accounted for only 19% of the total number of students in Afghanistan (Aturupane, 2013).

### **3.6 School Dropout and Completion**

Over time, rates of school dropout and failure to complete primary and secondary education have hampered efforts to improve education. Kibria (2013) evaluated the degree to which cultural factors affect school enrollment and retention levels among students in Afghanistan. These authors identified some of the relevant factors, particularly the distinction between two social classes, i.e., wealthy, and poor. Notably, many studies have investigated the low rates of enrollment and retention exhibited by girls in the context of primary and secondary school education (Karlsson & Mansory, 2008, Mashwani, 2017, Noori, 2017). Factors associated with the low rates of enrollment and retention among female students in secondary education school enrollment, a lack of security, distance, and inadequate facilities (Aturupane, 2013). Noori (2017) highlighted the factors that lead to school dropouts, including poverty, school-level factors, insecurities, and cultural barriers.

According to Kibria (2013), the major causes of low student retention rates include the authoritarian behavior of teachers toward their students. This factor frightens students, and may end up dropping out, particularly at the levels of secondary and primary education. As such, Kibria (2013) advocates the establishment of friendly relationships between

students and teachers, which can increase enrollment and reduce school dropout rates. According to him, the people of Afghanistan should develop a culture in which all people are treated equally to ensure that friendly relationships can be established between teachers and students. Shafique (2013) tried to answer the question concerning the causes of school dropout among boys and girls at different levels of education. Among students enrolled in school, 60% were boys, while 40% were girls. This study also noted that after enrollment, 19% of all students were reported to be absent from classes, and some students were absent for as long as a year. The causes of school dropout at different levels of education include teacher-related factors, punishment, and economic factors. According to the perspective of teachers, 10% of boys in rural areas and 30% of boys in urban areas drop out of school due to economic problems, as reported by Shafique (2013).

Haidary (2013) investigated the controversy regarding the repetition rates of students at the primary level in Afghanistan. In 2003, students in Afghanistan were automatically promoted to the subsequent grade after completing their current grade. Such promotion was based on the student's attendance record and the general judgments of teachers. However, different people viewed grade retention, also known as repetition, differently. According to the Ministry of Education (2010), the current rate of repetition and dropout is high. This report estimated that students exhibit a 19% rate of repetition and a 5% rate of dropout. This situation affects the overall quality of education in Afghanistan.

### **3.7 Education Resources**

#### **Textbooks and Other Related Resources**

Teaching and learning resources are critical for improving the quality of education in any country. Shafique (2013) noted that inadequate teaching and learning materials, such as textbooks, were among the causes of the high rate of school dropout among students. Namely, in such situations, students may become discouraged, lose interest, and ultimately leave school to pursue other activities. Hossain & Zeitlyn (2010) noted that a lack of resources, such as writing materials, including notebooks, pens, pencils, and other learning materials, affected education. It is difficult for students to study without having somewhere to write and memorize material following their learning in school. Therefore, students lose interest in education due to a lack of understanding. The MoE (2010) highlighted various measures adopted by the National Education Strategic Plan (2010-2014). Texts and teacher guides were printed for the new curriculum to facilitate education. However, the draft of this plan recommended that the books should receive regular updates to meet the dynamic needs of students (Ministry of Education (2010)).

### **3.8 School Facilities**

Noori (2017) identified inadequate infrastructure, a shortage of teachers, and school distance as school-level factors that led to the increasing school dropout rates exhibited by girls in Afghanistan. This finding highlights the lack of sufficient educational resources to offer a quality education. A lack of essential school facilities demotivates students throughout their studies and ultimately leads to increased school dropout rates (Noori, 2017). Parents often choose not to send their girls to school due to a lack of facilities such as school buildings, restrooms, toilets, and clean water for drinking. Shafique (2013) acknowledged that the need to travel long distances to school is due to a lack of schools as well as geographical features. In his study, he found that most school buildings were destroyed during previous conflicts in the country. UNICEF (2021) noted that geographical barriers, including mountainous areas, make it difficult for students to attend school. This factor negatively affects efforts to improve the quality of education. The MoE recommended the construction of new institutions, including new tents, before sufficient buildings could be constructed to accommodate the increasing number of enrolled students. The MoE (2010)

also suggested that based on community demand, more schools should be constructed in both urban and rural areas to reduce travel distance.

### **3.9 Teacher Training**

Inadequate and poorly trained teaching professionals have hindered the provision of quality education. Shafique (2013) noted that teachers represent the most critical factor connecting schools with students. Instruction cannot occur without teachers, especially for primary and secondary school students. Samady (2013) noted that the development of the education system depends on the quality and number of teachers who are available at various levels of education, such as in primary school and secondary school education. As such, efforts have been made to improve the quality of education by enhancing in-service and preservice training programs for teachers. Mashwani (2017) noted that the lack of female teachers hampered efforts to improve education for girls. Notably, 80 districts had no female teachers, according to a report provided by Afghanistan National Education for All (2015).

### **3.10 Students' Performance**

Students in Afghanistan exhibit varying levels of performance depending on the quality of education. Additionally, female students have been affected by factors such as early marriages and social norms, traditional customs, a lack of qualified female teachers, and a lack of family support (Mashwani, 2017). This factor affects the overall performance of students.

### **3.11 Teachers' Performance**

One demand made by teachers during the June 2015 protests focused on the low salaries of teachers (Roehrs & Suroush, 2015). The inadequate number of teachers in the education system of Afghanistan can be attributed to increasing student enrollment; the number of teachers employed does not account for these additional students.

Teacher training is a critical requirement for teachers. Despite the increased number of teachers, unqualified teachers have been a crucial issue for the education system since 2002 (Arooje & Burrige, 2020). The Ministry of Education should provide teachers with professional support, as well as adequate training and resources (Arooje & Burrige, 2020). According to Sherzad (2017), Afghanistan offered approximately 318 teacher training

centers with a total of 81,212 students and 3369 teachers. In their research, Roehrs & Suroush (2015) noted that teachers in Afghanistan were badly paid, poorly equipped, and poorly trained despite international donor support for improving primary and secondary education in the country Arooje & Burr ridge (2020).

This amount is extremely low with respect to meeting teachers' fundamental needs, and teachers must pay considerable bribes to secure their jobs (Roehrs & Suroush, 2015). These salaries are insufficient even for the purpose of allowing teachers to rent a house and comfortably feed their families. Therefore, most teachers languish in poverty and thus lack the motivation to offer quality education to their students.

Another essential form of motivation for teachers is promotion. Promotion is closely related to salary increases. According to Roehrs & Suroush (2015), teachers have the lowest salaries among all employees. When the law was changed in 2009, civil servants were categorized into *karkun-e qarardadi*, which refers to employees who work based on a temporary contract, and a *mamour* (Afghan name of the employee), which refers to permanent employees (Roehrs & Suroush, 2015). Teachers were supposed to be permanent employees until the law was changed in 2009 to stipulate that they should be evaluated, promoted, and paid based on a variety of factors, including their performance. Employing teachers on a contractual basis entail that such teachers have no job security. As such, they may become demotivated, as they are uncertain regarding whether their contract will be renewed.

### **3.12 Teachers' Working Conditions**

The extensive education development implemented over the years in Afghanistan have led to remarkable success since 2002. These programs aim to provide an effective and conducive environment for students while simultaneously improving their quality of education. However, the issue of teachers' working conditions has been sidelined for some time. As noted by Samady (2013), the development of education depends on the number of teachers and the qualifications of those teachers.

Research conducted by Roehrs & Suroush (2015) with the aim of identifying the factors that affect the quality of education in Afghanistan found that the demand for teachers

is increasing rapidly due to increased enrollment. According to these authors, this rate is higher than the rate at which the government is able to hire and retain teachers since the budget is designed to address many other challenges, such as education expenditures. As such, each teacher must take on extra working hours and classes, teaching a high number of students.

Sultani (2004) analyzed the current level of education in 2004 when schools provided two or three sessions each day due to the high number of enrolled students. Although teachers are expected to make their best efforts to teach their students and ensure that the students understand the concepts being taught, they deserve to be treated appropriately.

Evans & Yuan (2018) used Maslow's hierarchy of needs to describe the working conditions faced by teachers. This theory classifies the needs of individuals into five levels that must be satisfied in order of priority. These needs include physiological, safety, social belonging, esteem, and self-actualization needs (Maslow 1943). The most critical needs are physiological needs, including food, shelter, and clothing (Maslow 1943). In this context, teachers must be provided an adequate salary to allow them to engage in different activities, such as supporting their families or paying their housing, healthcare, and living costs. Safety needs include material welfare, personal safety, and the overall wellbeing of the individual. In the context of teaching, such needs could include the security of teachers' jobs, insurance, and healthcare benefits (Evans & Yuan, 2018). As such, Evans & Yuan (2018) identified both safety and physiological needs as teachers' working conditions. Additionally, school management should provide a friendly environment (more cooperative) for teachers to ensure quality education. Management should also establish an environment in which teachers can interact with each other in the workplace. Teachers must also be motivated by receiving recognition, which enhances their self-esteem and improves their performance.

Aslami (2013) described teacher attrition as a situation in which teachers leave their teaching jobs to pursue other professional activities. Aslami (2013) noted that these factors result in low education quality in Afghanistan as they increase teacher turnover. Extensive efforts have been made to improve primary and secondary schools by implementing in-



service and preservice teacher training programs (Samady, 2013). This approach is one way of enhancing teachers' status and improving their working conditions.

## Chapter 4 Research Methodology

This study aims to determine the reasons why teachers leave the profession and to identify the motivating factors that increase teachers' job satisfaction with regard to staying in their job. We used a mixed methods (qualitative and quantitative) approach for this research. In a mixed methods study, a researcher or group of investigators combines components of both qualitative and quantitative research procedures to achieve the study's general goals in terms of scope, thoroughness, and replicability (Creswell, 2009). Expanding and strengthening a study's results and, as a result, contributing to the body of research on the subject in question is the overarching purpose of mixed methods research (Creswell, 2009). Mixed methods research can facilitate the process of finding answers to a study's research question; the outcomes of one strategy can be utilized to improve the implementation of the other strategy.

The mixed methods approach is intended to increase the validity and authenticity of the data and results. The integration of both qualitative and quantitative methods permits a more comprehensive and synergistic utilization of information to offer an improved understanding of the research and relevant considerations that could be produced by either methodology in isolation (Schoonenboom & Johnson, 2017). Compared to using quantitative or qualitative methodologies in isolation, the mixed methods approach offers a broader range of strategies for comprehending complex research issues in many settings. It is also critical to remember that the wide range of abilities that are necessary to implement this technique successfully can inspire investigators to think about their study objectives more rigorously. This method can help researchers develop fresh approaches to answering their research questions and discover other factors that had previously remained unnoticed when attempting to solve challenging research problems (Aramo-Immonen, 2013).

Tillman et al. (2011) used a mixed-methods methodology that combined qualitative and quantitative techniques. This strategy is crucial because it can produce a thorough understanding of how prepared teacher candidates are for their first year of instruction. The depth and validity of the results are increased when quantitative survey data is combined with qualitative comments and observations, giving rise to a more comprehensive understanding of the problem under study. Jacobsen et al. (2011) used a mixed-methods strategy that combined qualitative and quantitative research techniques. This method was chosen to investigate in depth how technology use, student involvement, and high school success are related. As a result of the complementarity of the findings that were produced using both types of data collection and analysis techniques, the study's overall validity and depth were enhanced. López Aymes et al. (2021) also employed a mixed-methods to obtain a deeper understanding of physical activity and the quality of life of children during the COVID-19 pandemic.

In this study, the use of a mixed-methods approach was advantageous because it facilitated a thorough comprehension of the complexity surrounding teacher motivation and job satisfaction. Therefore, I employed a mixed-methods approach to gain a deeper understanding of the situation of teachers and to identify the motivation factors that increase teacher job satisfaction and encourage them to remain in their profession. This method broadened and deepened our understanding of the phenomenon in question.

#### **4.1 Data Collection**

For data collection, the author used the official list of all public schools and teachers in the province of Kabul, which was provided by the Ministry of Education. A total of 100 schools and 400 teachers were randomly selected from this list. An odd number of participants were chosen from the list of teachers for the sample. After screening the data, a total of 378 participants were selected. For both the qualitative and quantitative methods, the same sample size and questionnaire were used. The questionnaire consisted of two parts. The first part was comprised of open-ended questions. Teachers were asked the following: Were they satisfied with their job? Were they planning to leave or change their profession? If yes, what was the main reason for doing so?

The second part was designed for the conjoint method, and the teachers were asked to rank the motivation policies based on their preferences in the conjoint experiment. The questionnaire was translated into Pashto and Dari, Afghanistan's national languages. After the responses were collected, they were back-translated into English.

The results showed that 125 teachers confirmed their desire to leave or change their profession due to unfavorable working conditions. The original response sheet received from the participants is included in the Appendices. Of 378 teachers, 253 responded that they were satisfied with their profession and confirmed that they were not planning to leave. This study included the reasons mentioned by only those teachers who intended to leave the profession.

Thematic analysis was used for analyzing the qualitative data. Each participant spent 25 to 30 minutes completing the questionnaire survey (which consisted of the related conjoint experiment and open-ended questions). Qualtrics software was used for data collection, and subsequently, the data were analyzed using Stata software. The questionnaire survey was conducted by a surveyor, who also collected the data.

#### **4.1.1 Why Was the Province of Kabul Chosen as a Target?**

To ensure that the data I collected could help me obtain the desired results for the study, I chose the province of Kabul as my target. There are, of course, many reasons for choosing this target among all the other possible targets. One reason for choosing the province of Kabul is the fact that it has a considerable population. The province of Kabul contains one of the largest populations in Afghanistan. Considering the province's size, I knew that it would generate accurate results for the sample. The teachers included in the sample must come from different backgrounds; some may have even traveled great distances to teach. The diversity within the population leads to increased opportunities to produce more accurate results. The sample includes young people, middle-aged people, and older people. All these populations are essential for this study.

Additionally, a large population entails higher chances of variation in terms of what people do. The increased chance of different activities within the region implies that a wide variety of data can be collected from these demographics.

#### **4.2 Attributes of the Quantitative Research**

This study used a mixed methods approach. Based on previous studies, I chose the factors or attributes for a quantitative study. Six attributes were considered in this study and were selected based on previous studies. The number of classes per day, number of students per class, working desks, teacher training, residential plots, and salary are important motivations for teachers. According to Chaudhary, M. K., & Chaudhary, R. K. (2021), incentives typically emerge from intrinsic and extrinsic motivation factors. Intrinsic motivation occurs when employees are motivated by the characteristics of their jobs, responsibilities, work environment, workplace atmosphere, and other factors. Extrinsic motivation is connected to compensation, perks, and other employment requirements. The motivation of staff members is frequently concurrently affected by extrinsic and intrinsic factors.

Teachers are the principal determinants of the success of the academic system, as well as the cultivation and spread of organizations' excellent reputation among learners and throughout the academic community (Khalik, 2021). Thus, the administration of any

academic institution must have as its primary and immutable goal the motivation of its teachers. Instructors' enthusiasm significantly influences the effectiveness and efficiency of school processes. Motivation is one of the main factors involved in improving teachers' productivity (Khalik, 2021). The performance of students and educators has been proven to be closely related. Studies have shown that teachers' motivation influences pupils' academic progress and boosts the school's overall efficiency (Hayden, 2011). Hichaambwa, G. (2022) identified a lack of drive among instructors as a significant barrier to the improvement of teaching standards.

Based on the previous literature, the selected factors were essential for the motivation of teachers. These factors are explained as follows:

#### **4.2.1 Number of Classes per Day**

Rasheed et al. (2016) indicated that the number of classes per day assigned to each teacher is a significant factor in teacher motivation. A high number of classes for teachers leads to demotivation and dissatisfaction. Teachers should be situated within a comfortable environment for education, and management should make every effort to treat them fairly. Well-planned occupations increase work engagement because individuals become bored when their work is designed improperly.

#### **4.2.2 Numbers of Students per Class**

Rasheed et al. (2016) observed that the number of learners per class affects the motivation of teachers. Students are the key determinant of instructors' incentives at an academic institution. Talented and industrious pupils may increase an instructor's morale, while instructors are less inspired to teach pupils who do not achieve the desired outcomes. Another crucial factor in motivating teachers is the number of learners in the classroom (Rasheed et al., 2016).

#### **4.2.3 Personal Working Desk**

Rasheed et al. (2016) observed that the teacher's working desk is essential to the motivation process. Teachers' desks are necessary to assist the teaching process. Teachers' employment must be structured appropriately, as must their workplace.

#### **4.2.4 Teacher Training**

İpek & Kanatlar (2018) reported that teacher training is a critical component in teacher motivation. The continuous development and retraining of teachers enable them to improve their necessary skills, which enhances their motivation. The most significant initiative utilized to encourage workers within a firm is retraining. For any firm to thrive in the current environment, the provision of training to its employees is essential. The primary driver of teacher motivation is professional development (İpek & Kanatlar, 2018). An instructor's career advancement begins with student development, a fundamental component. Opportunities for professional development and training must be made available to teachers. In Afghanistan, when a teacher is newly hired, they receive brief training in teaching methods. But the Ministry of Education does not have a training system for teachers to receive proper training.

#### **4.2.5 Residential Plot**

Residential plots and pieces of land can be considered to constitute a form of extrinsic motivation. This can be described as the pursuit of incentives offered by outside sources, such as housing and money. According to Maslow's hierarchy of needs, staff members devote their time and resources to their institutional duties and responsibilities when they receive sufficient pay to clothe, house, and safeguard their family members (Maslow, 1943).

#### **4.2.6 Salary**

Pattnaik, S. C., & Sahoo, R. (2020) noted that instructors within the academic system who earn low salaries experience stress. These researchers conducted an additional study on this subject and concluded that instructors should receive market-competitive pay to boost their motivation and to ensure that they remained on staff. Poor salaries are the main reason a person quits their job; as a result, the benefit packages offered to instructors in institutions of higher education must be carefully planned and implemented. Money in the form of a salary, a much more obvious type of extrinsic reward, facilitates the achievement of various purposes and leads to various outputs, thus demonstrating the importance of motivational factors in this context. Workers' wages should indeed be paid on time, and they should receive proportional pay increases to foster and improve employee happiness and

enthusiasm, which immediately influence employees' productivity since money is an effective motivator and has a substantially beneficial impact on teachers' productivity.

#### **4.3 Selection of the Attribute Levels**

With regard to the selection of attribute levels, following previous studies, two or three levels were usually selected for each attribute. Attribute levels were chosen based on previous studies. Each attribute, except salary, has two levels. The first level is the baseline level or the worse situation, while the second level represents the improved state. Salary has three levels: the first level is the baseline level or the worse situation, the second level features salaries that are twice those associated with the first level, and the third level features salaries that are four times those associated with the first level.



## **Chapter 5 Qualitative Method**

I conducted a qualitative study to determine which factors influence teachers' tendencies to leave their profession. The qualitative method was utilized to obtain data from 378 teachers regarding leaving their work or profession. The assessment of a dataset with the aim of locating, examining, and reporting on recurrent patterns in the data is a necessary step in the qualitative thematic process, which is used to conduct an analysis of the data thus gathered. This analysis was conducted in accordance with the principles of reflexive thematic study to produce a definitive conclusion regarding the level of professional satisfaction experienced by teachers. The findings of the research are discussed from this perspective below.

### **5.1 Thematic Analysis**

The thematic research uses a qualitative data methodology, which necessitates analysis of the data collected during the interview process to identify relevant patterns within the material and to highlight prominent themes (Roberts et al, 2019). This analysis was conducted to complete the study. The method requires the active practice of reflexivity, in which the researcher's personal experience is the primary way of generating meaning from the information.

A researcher has the ability to detect patterns in collected data and to involve participants in the process analysis while using this methodology. The versatility of this technique in data analysis, which allows a researcher to produce clear insights based on collected data, is an advantage. Accordingly, it is suitable for researchers who are just beginning their research or who have experience working with qualitative methods (Xu & Zammit, 2020). Second, this method can be understood quickly and put into practice with little effort, which improves the likelihood of accurately interpreting the data provided by the participants. A researcher can include participants as collaborators in the process of data analysis as a result of this approach, which represents a fourth benefit. It is anticipated that including participants in the process of data analysis impacts the generation of objective results.

Namely, the flexibility with which the dataset is analyzed can lead to misinterpretations due to the absence of such a framework. Involving the participants in the process of analyzing the data diligently is the approach that is used to analyze this dataset. This procedure is time-consuming and must be completed over a period of time.

## **5.2 Reflexive Thematic Process**

The reflexive thematic approach features six phases, including familiarization, creating initial codes, constructing themes, review themes, define themes, and producing reports for data analysis (Campbell et al, 2021). Each of these phases is completed in order. The approach is intended to expound on the strategies used to construct the themes to generate a thorough report on the issues in the teaching profession highlighted by participants. In our study, we follow the steps outlined below for qualitative methods.

### **5.2.1 Familiarization**

To discover repeating patterns of information and generate initial codes, it is essential to become familiar with the data acquired during the interview process, which featured 378 participants. Familiarization with the data focused on 125 participants who were working in the teaching field but voiced an interest in leaving or changing the profession. Inadequate wages, failure to receive one's salary on time, long teaching hours, heavy workloads, a lack of capacity-building and promotions are recurring themes in the data. The data show that teachers in Afghanistan face various difficulties caused by the education system. In this step, I reviewed the data.

### **5.2.2 Generating Initial Codes**

The creation of codes permits in-depth analysis of the interview data in a way that is representative of the perspectives of all participants (Lowe et al., 2018). Because the data analysis relies on information provided by the participants, it is necessary to obtain access to data that support the codes to ensure the legitimacy of the analysis.

Code A1 includes issues pertaining to low salaries. The majority of participants expressed dissatisfaction with their low wages, noting that they were unable to provide for their families and that their salaries were not paid on time. The participants' statements indicating that they engaged in a great deal of everyday work, which included both educating

students and executing administrative responsibilities, are evidenced by the fact that code B1 focuses on workload difficulties. The teachers highlighted the importance of additional classwork to ensure that students remained on track in terms of their academic studies. In addition, the teachers had administrative responsibilities, which led to overlapping positions but lower remuneration. Code C1 emphasizes participants' claims regarding teaching subjects that are not in the expertise of teachers.

Code D1 represents the lack of job security in the teaching profession. Teachers work on a contract basis, which contributes to low job security. Code E1 refers to issues that participants identified as crucial for teachers to address to maximize their productivity in the workplace. Issues in the workplace include high work pressure to deliver results, the need to commute long distances to travel to school, the absence of proper toilets in schools, and a lack of places to sit after class.

The participants also identified problems with promotion and capacity-building in the teaching profession as an issue, as indicated by code F1. Additionally, they noted a lack of a proper system to enhance the capacities of teachers and an absence of training to improve their expertise impact the quality of education in the province of Kabul, Afghanistan. Comparisons between the teaching profession and other lucrative careers are covered by code G1, which pertains to the status of the job in relation to other professions. and many participants have chosen to work in other fields. The participants expressed their displeasure with such as economics and engineering. The low level of importance that Afghan society attributes to the teaching profession was a major factor in these individuals' decisions to pursue different lines of work.

### **5.2.3 Search for Themes**

After coding data, the data is divided into seven parts. I then constructed themes based on the responses of the teachers. The process of becoming familiar with the information led to the identification of seven themes that represent the struggles faced by teachers. These codes include issues related to remuneration standards, workload, teaching subjects outside their expertise, job security, work environments, Promotions/capacity-building, and the status of the job compared to those of other careers.

#### **5.2.4 Review Themes**

In the process of examining these themes, we cross-checked the themes to ensure that we accurately represented all the difficulties indicated by the participants. As a result of an analysis of the information obtained from the open-ended questions, seven sets of codes were generated to direct further study and reporting. As a result of the second analysis of the data collected from the participants, it was determined that the codes selected led to the conclusion of the data analysis process.

#### **5.2.5 Define Themes**

Remuneration standards, teacher workload, teaching subjects outside their own expertise, job security, work environment, promotion and capacity building, and the status of the teaching profession compared to other careers are seven themes that emerged from the teachers' responses.

#### **5.2.6 Write-up**

The production of a comprehensive evaluation of the extent to which teachers in the province of Kabul, Afghanistan, feel that their needs are being met is one of the goals of the final data analysis process. The sixth and final phase of this process follows the completion of the previous fifth steps. The seven themes to be analyzed include remuneration standards, workload, teaching subjects outside the expertise of teachers, job security, work environments, Promotion and capacity building, and the status of the job compared to those of other professions. The analysis is conducted by evaluating the situation and developing appropriate solutions to address the evident challenges.

A total of 125 teachers were dissatisfied with their jobs as a result of the issue coded A1, which focuses on remuneration standards. This result shows that teachers receive inadequate salaries that are insufficient to meet their families' needs fully. The participants mentioned difficulties such as the fact that they received lower salaries than most government workers and that their salaries were not paid on time. Salary concerns were the one issue expressed by teachers; thus, this problem should be resolved to decrease teachers' rates of resignation. Namely, this issue undermines teachers' drive to provide high-quality education

to children. Even they do not have enough money to rent a house, pay for electricity and buy food.

According to the respondents, the lack of resources and privileges is one reason teachers are no longer inspired to do their jobs. Second, little progress has been made in improving teachers' financial and creative rights. Teachers' rents have increased significantly in recent years to reflect the increased cost of living, but the perks that teachers receive have mostly remained the same. Teachers could feel worn down and discouraged by the growing cost of living and their demanding work schedules.

The participants highlighted that there are no incentive programs for teachers that could inspire them to accomplish their tasks effectively. Due to the lack of adequate pay increases, there is a possibility that teachers will continue to have insufficient money to cover their own expenses. In addition, as teacher pension rates are lower than the rates offered for most other professions, a certain percentage of participants felt the urge to transition to other fields.

The interview topic coded B1 focuses on teachers' workloads in the province of Kabul. The participants noted that teachers are given an excessive amount of work to accomplish, although their pay does not reflect this heavy workload. Teachers are expected to complete at least six sessions per day with as many as 50 students in one class. Several teachers reported being required to teach 45 to 50 students per class, and they were also required to complete more than four class sessions per day. According to the respondents, teachers face difficulties balancing their time between teaching and their other responsibilities. Due to the heavy pressures of the workplace, teachers now have less leeway in their work. In the education sector, the burden of schoolwork should be reduced by increasing the number of available classrooms and faculty members in administrative and teaching roles. Teachers require an appropriate setting in which they are respected as professionals and given the resources that they need to do their jobs well.

Regarding the topic coded C1, as a result of the qualitative research, some teachers noted that they were hired to teach courses or subjects that were outside their specialty and that they were dissatisfied with this action on the part of the school and wanted to leave their

jobs. Teaching subjects outside the teachers' expertise or hiring teachers to teach such subjects entails that they require adequate training. In this case, the quality of teaching decreases, which has a negative effect on the quality of education and, ultimately, on the results attained by students.

With regard to the topic coded D1, Afghan teachers feel that they have no job security; thus, they want to leave their jobs. In addition, some teachers were hired based on temporary contracts, and these teachers believe that they require greater stability; they feel that after one year or a couple of months, they will lose their jobs, so they are dissatisfied with their current positions. Working on the basis of such a temporary contract base gives rise to the belief that after a short time, such teachers will lose their jobs, thus conveying the impression of a lack of job security.

The topic coded E1 during the interview process refers to the working environment and infrastructure surrounding teachers. It is necessary to create an environment that is conducive to teachers' work, so this code is very important. Many students are enrolled in each class, which causes problems for teachers in their working environment, which is very challenging and thus restricts their freedom. In addition, teachers voiced their dissatisfaction with the inadequate infrastructure of their schools, particularly regarding the absence of adequate restroom facilities, which is detrimental to the school's overall level of sanitation. Contagious diseases such as cholera can spread when insufficient toilets are available, which can have a negative impact on people's health. Because teachers must also travel a great distance to school, this situation can make it difficult for them to remain motivated to perform their responsibilities.

The fact that teachers must travel a considerable distance to school causes them to be late, and a lack of appropriate preparation can disrupt the flow of the teaching process. In addition, because there is little furniture in the school, there is nowhere for the teachers to relax after their classes have been completed. Schools must invest in furniture, so students and teachers can feel at ease in classrooms and staff lounges. It is essential to have suitable furniture to provide a place in which both instructors and pupils can relax and rejuvenate their minds in class. The teaching profession is subject to a significant amount of work stress

that outweighs the compensation that teachers receive. Due to the large amount of work expected of teachers, they often find themselves facing high-stress conditions, which can negatively impact their lesson delivery. Teachers expressed dissatisfaction with the facilities they were provided, noting that these facilities were insufficient to meet their needs and that the education sector should upgrade or construct new educational facilities, such as classrooms and restrooms.

Promotions and increased responsibility for the teaching staff are covered under the topic coded F1 during the process. The participants noted that fewer opportunities for promotion are available to experienced teachers in the teaching profession but that they do have access to training intended to enhance their capacity building. The field of education should advise the development of an appropriate system for promotions that considers both experience and expertise. It is imperative for teachers to have access to opportunities for professional development to allow them to expand their knowledge and provide students with a superior education.

The status of teaching compared to other careers, which played a significant role in the interview process, is denoted by the code G1. The participants gave serious thought to changing their field of work, with some participants expressing a desire to pursue careers in fields such as law, economics, and finance. The desire to receive salaries that are sufficient for living, a proper working environment, promotions, and the freedom to increase one's level of expertise are the driving forces underlying the desire to change careers. Many aspects of the teaching profession in the province of Kabul must be simplified for the sake of local teachers. In the education sector, salaries should be raised, good working conditions should be provided, experienced teachers should be promoted, and training opportunities should be given to teachers to allow them to advance their careers. Teachers' primary concern is their pay, and as a result, this issue must be addressed to reduce the number of teachers who consider leaving their jobs. Namely, this factor affects teachers' motivation to provide students with a high-quality education. Therefore, the Ministry of Education should consider reorganizing the pay scale for teachers based on their level of expertise, their years of experience, the complexity of their work, and their workload to boost their motivation to work.

**Table 1. Themes and Codes**

<b>Code</b>	<b>Themes</b>
A1	Remuneration standards
B1	Workloads
C1	Teaching subjects outside the expertise of teachers
D1	Job security
E1	Work environments
F1	Promotions and capacity-building
G1	Status of the teaching profession compared to those of other careers.



### **5.3 Summary**

The evaluation of the interview data collected from participants teaching in the province of Kabul, Afghanistan, enables us to comprehend the challenges that are inherent to the teaching profession. The analysis was conducted using the reflexive thematic approach, and it began with the identification of predominant themes, which facilitated the appraisal of the material provided by the participants. This strategy compared the challenges encountered in the teaching profession to those encountered in other professions. These challenges include remuneration standards, workloads, teachers' expertise, job security, work environments, promotions, and the status of the teaching profession compared to those of other careers. Therefore, effective solutions must be implemented to address the challenges that teachers face and to decrease the desire of many teachers to leave the teaching profession entirely. In conclusion, teachers in Afghanistan are dissatisfied with their working conditions, including their low salaries, high workloads, need to teach subjects outside their expertise, lack of job security, poor work environments, prospects for promotion, and the status of the teaching profession compared to those of other careers. This dissatisfaction is likely to lead to a high turnover rate among teachers, which in turn has a negative impact on the quality of education in the country. To address this issue, it is essential to improve teachers' working conditions and to attract and retain qualified personnel. The responses I received were based on open-ended questions.

## **Response Sheet for a Qualitative Study**

### **Themes**

#### **A1. Remuneration standards**

R55. They give me a lower salary. I couldn't find another job, so I brought us here to become a teacher.

R365. My low salary cannot support my family.

R285. Teachers' salaries are not paid on time.

R266. Low salary.

R197. My low salary cannot support my family.

R96. We alone work in the whole family, and our children go to school. I need a better salary to help my family.

R153. Our wages are low compared to those of other employees.

R245. Our salaries are not paid on time.

R22. Teachers are paid less than other government employees.

R30. Teachers are paid less than other government employees.

R202. Teachers are paid less than other government employees.

R86. Low salary.

R300. My low salary cannot support my family.

R308. I travel a long distance to school; the school salary is low, but I do a lot of work.

R271. There are many members of my family, but only I have a job, and I cannot provide for my family.

R28. Low salary and high workload.

R135. Our salary is low, but the teaching pressure is high.

R226. Our salaries are not paid on time.

R310. Low salary.

R139. Low salary.

R236. Our wages are low compared to those of other employees.

R288. Our wages are low compared to those of other employees.

R277. Our family is large, and the income I receive is not enough for our family.

R366. Our salaries are not paid on time.

R90. Our wages are low compared to those of other employees.

R367. They give me a lower salary. I couldn't find another job, so I brought us here to become a teacher.

R73. Our salaries are not paid on time.

R267. Our wages are low compared to those of other employees.

R175. Low salary.

R166. Our salary is low, but the teaching pressure is high.

R36. The privileges that we are given are low, and the expenses associated with our house are high.

R249. The privileges that we are given are low, and the expenses associated with our house are high.

R159. The privileges that we are given are low, and the expenses associated with our house are high.

R212. The facilities that are given to us are small and insufficient for us.

R224. The facilities that are given to us are small and insufficient for us.

R305. The facilities that we are given are few, but the work pressure or workload we face is high.

R17. The facilities that are given to us are small and insufficient for us.

R353. The facilities that we are given are few, but the work pressure or workload we face is high.

R70. The facilities that are given to us are small and insufficient for us.

R281. In our current job, we do not have many financial rights, nor are our intellectual rights emphasized.

### **B1. Workload**

R335. The amount of work is high, but our income is low.

R4. The work pressure and workload are high.

R142. High workload.

R265. I teach many classes per day.

R188. I have a high workload; I not only teach students but also work in the administrative department of the school.

R73. There are fifty students in a class, and I teach more than four classes daily.

R104. I have a high workload; I not only teach students but also work in the administrative department of the school.

R119. High workload

R195. The work pressure is high, but our income is low.

R179. The number of students is high, and we cannot handle all of them.

R207. I have a high workload; I not only teach students but also work in the administrative department of the school.

R9. I have more than fifty students in a class.

R234. I have more than forty-five students in a class.

R128. I teach many classes per day.

R270. I teach many classes per day.

R151. I have a high workload; I not only teach students but also work in the administrative department of the school.

R378. I have a high workload; I not only teach students but also work in the administrative department of the school.

R196. High workload and low salary.

R256. Teaching many classes every day.

R337. Workload and lack of motivation.

R95. I have a high workload; I not only teach students but also work in the administrative department of the school.

R171. I have a high workload; I not only teach students but also work in the administrative department of the school.

### **C1. Teaching subjects outside the expertise of teachers**

R155. The subjects or books they give me to teach are not related to our profession.

R25. The subjects or books they give me to teach are not related to our profession.

R369. The subjects or books they give me to teach are not related to our profession.

R147. The subjects or books they give me to teach are not related to our profession.

### **D1. Job security**

R143. I work on a contract basis, and I have no job security.

### **E1. Work environment**

R273. The work environment is unsuitable; I have no place to sit after class.

R10. I live in a rented house, and we cannot pay the rent.

R315. I live in a rented house, and we cannot pay the rent.

R169. The work environment is unsuitable; I have no place to sit after class.

R287. The work environment is unsuitable; I have no place to sit after class.

R152. I live in a rented house, and we cannot pay the rent.

R244. The work environment is unsuitable; I have no place to sit after class.

R45. The work environment is unsuitable; I have no place to sit after class.

R146. An unsuitable work environment, a lack of proper toilets.

R349. Unsuitable work environment.

R219. I live in a rented house, and we cannot pay the rent.

R319. I live in a rented house, and we cannot pay the rent.

R15. I live in a rented house, and we cannot pay the rent.

R11. The work environment is unsuitable; I have no place to sit after class.

R160. I want to work in a job that offers more freedom.

R58. I want to work in a job that offers more freedom.

R193. I want to work in a job that offers more freedom.

R232. I want to work in a job that offers more freedom.

R108. Distance from school and low motivation.

### **F1. Promotions and capacity building**

R156. There is no suitable system for improving the capacity of teachers.

R82. There is no system for promoting teachers.

R46. Lack of motivation.

R340. Teachers are not given training to improve their capacities.

R299. Lack of motivation for teachers.

R38. I am looking for a job in which I can grow.

R103. Lack of motivation.

R238. There is no incentive program for teachers.

R280. I want to work in a profession where our minds can be easy and calm.

R263. Mentally, the profession is one-sidedly boring for us because we are not given incentive certificates.

R309. Mentally, the profession is one-sidedly boring for us because we are not given incentive certificates.

R299. Lack of motivation.

**G1. The status of the teaching profession compared to those of other careers.**

R245. I am still a student; that is why I chose this profession. When I graduate, I will transition to another profession.

R222. I have economic problems at home; we are looking for a job that offers a good salary.

R20. My profession is engineering. When I find a job in my profession, I will return to my profession.

R364. The facilities that are given to us are small and insufficient for us. Therefore, when opportunities are available, we will transition away from this profession.

R241. I am a law student; when I find a job in my profession, I will return to my profession.

R239. I do not like my profession because it is not particularly important to society.

R320. The profession of a particular teacher is not viewed as important.

R372. Teaching is not our profession; we are looking for a job that is in accordance with our profession.

R227. The privileges that we are given are few, and our household expenses are high. If the opportunities available to teachers are not increased, we will transition to another profession.

R359. The privileges that we are given are few, and our household expenses are high. If the opportunities available to teachers are not increased, we will transition to another profession.

R225. My profession is nursing. When I find a job in my profession, I will return to my profession.

R123. My profession is nursing. When I find a job in my profession, I will return to my profession.

R102. I do not like my profession because it is not particularly important to society.

R1. I did not find a job in my profession.

R18. I will return to my profession when I have the time. I graduated in economics.

R269. I want to work in the private sector.

R63. I am currently a student; when I graduate, I will transition to another profession.

R326. I came from pharmacy to the teaching profession. I will return to my profession.

R56. I am a computer science student. When I graduate, I will transition to another profession.

R87. The privileges and facilities given to teachers are few. In addition, we have a lot of problems, so we are looking for other jobs.

R116. I am currently a student; when I graduate, I will transition to another profession.

R158. I do not like my profession because it is not particularly important to society.

R210. I am a nursing student; when I graduate, I will start my career.

R314. The privileges and facilities given to teachers are few. In addition, we have a lot of problems, so we are looking for other jobs.

R206. Being a schoolteacher is a good profession, but it does not matter in Afghanistan. In addition, I want to work in another sector.

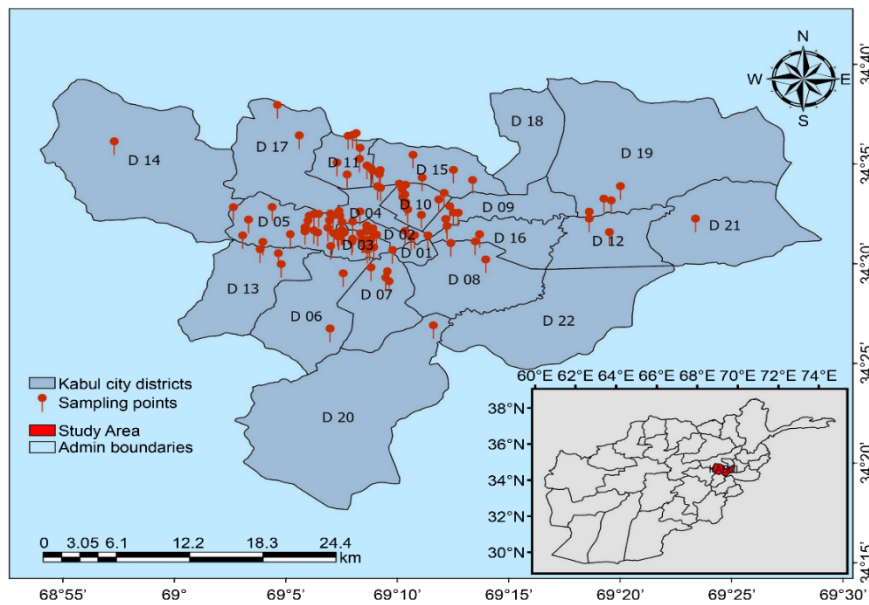
R105. Being a schoolteacher is a good profession, but it does not matter in Afghanistan. In addition, I want to work in another sector.



## Chapter 6 Quantitative Method

This study was conducted in Kabul Province, which is the capital of Afghanistan and its main economic and social hub. For the selection of the participants, random sampling was used. The province of Kabul contains 1000 public schools and 30,808 schoolteachers employed either permanently or on a contractual basis.

The figure shows the study area in Kabul Province.



(Khuram et al., 2022)

Figure 1. Map Showing the Location of The Study Area in Kabul Province

For the selection of the sample size, we used the random sampling method. We randomly selected the schools and teachers using the random selection method from a list I received from the Ministry of Education. The Ministry of Education provided a list of all public schools and schoolteachers in the province of Kabul. We randomly selected 100 schools and 400 teachers from the list. In this study, data were collected through electronic surveys. Approximately three percent of schoolteachers in the population were included in this study. The data were collected in April and May 2021.

For the quantitative analysis section, the questionnaire is divided into three parts. The first part focuses on social demographic information, including marital status, housing characteristics, gender, education, income, and age. The second part explains the scenario that asks participants to choose hypothetical motivation policies or how to rank them according to their preferences. In the third section, participants are asked to select from the available policy choices.

### **6.1 Design of the Study**

In this section, we discuss the randomized conjoint experimental design. The hypothetical motivation policy is divided into three options: alternative (A), alternative (B), and alternative (C). During the survey procedure, we provided teachers or respondents with two policies and an opt-out choice (the opt-out choice is the status quo). In each round, we asked the teachers to rank the options, i.e., A, B, and C, based on their preferences. The hypothetical teacher motivation policy includes six attributes, i.e., the number of classes, the number of students, the working desk, teacher training, residential plot, and salary, which can increase respondents' job satisfaction.

**Table 2. Proposed Teacher Motivation Policy**

Attribute	Level 1	Level 2	Level 3
Number of classes per day	6 classes per day	3 classes per day	
Number of students per class	40 students	20 students	
Personal working desk	No working desk	Working desk	
Teacher training	For new teachers	For all teachers	
Residential plot	No residential plot	Residential plot	
Salary	6,750 AFN*	13,500 AFN	27,000 AFN

(Khuram et al., 2022)

This table shows the suggested policy's attributes and various levels at which teachers can be motivated. The attribute for number of a classes includes two levels: 6 classes per day and three classes per day. The attribute for the number of students per class is divided into two categories (40 students and 20 students). The attribute for a personal working desk includes two options: “No working desk” and “working desk.” The attribute for teacher training features two levels: “Only for the new teachers” and “For all teachers.” The attribute for residential plot features two levels: “No residential plot” and “Residential plot.” The attribute for teacher salary consists of three levels: “AFN 6750,” “AFN 13,500,” and “AFN 27,000,”

Policy alternatives based on these attributes and levels were created, randomly selected, and combined in sets of two to create the options that were offered to participants. Respondents were given the option of either participating in the policy or not participating. These choices were complemented by the option of preserving the status quo. Alternative (A), alternative (B), and alternative (C) were ranked by every teacher. This process was repeated for everyone. Before the experiment started, the following scenario was explained to the participants: “Assume we were to come up with a list of possible policies to increase the job satisfaction of teachers. Here are the three policies, alternative (A), alternative (B), and alternative (C), that I am going to give you, and then I will ask you to rank them based on your preferences” (Khuram et al., 2022).

**Table 3. Choice Set Example**

Attributes	Alternative (A)	Alternative (B)	Alternative (C)
Number of classes per day	3 Classes per day	6 Classes per day	I do not choose (A) and (B)
Number of students per class	40 Students	20 Students	
Personal working desk	Working desk	No working desk	
Teachers training	New teachers	For all teachers	
Residential plot	Residential plot	Residential plot	
Salary	27000 AFN	13500 AFN	

## **6.2 Social Demographic Information**

The following table contains the demographic information of the teachers who participated in the experiment and study. It reveals that 74.87% of the participants had attained a bachelor's degree or higher level of education. Among respondents, 22.49% had completed 14 years of education. According to the survey, only 1.59% of the respondents had only a high school education. Male teachers accounted for 23.81% of the total sample, while female teachers accounted for 76.19% of the total sample. A total of 42.33% of all respondents were younger than 35 years, while 50.79% of those surveyed were between the ages of 36 and 55 years; only 6.88% of teachers were older than 55 years. A total of 88.89% of the teachers were married. Only 8.47% of respondents' household income was more than 31,000 AFN, and 56.08% of the respondents indicated that they lived in a rental house.

**Table 4. Descriptive Statistics**

		<i>N</i> (Total)	No. of respondents	
			Freq	Percentage
Sex				
	Male	378	90	23.81
	Female		288	76.19
Level of education				
	12 years	378	8	1.59
	14 years		85	22.49
	16 years		283	74.87
Age				
	< 35	378	160	42.33
	36–55		192	50.79
	> 55		26	6.88
Marital status				
	Single	378	42	11.11
	Married		336	88.98
Income				
	≤ 10,000 AFN	378	68	17.99
	11,000–30,000 AFN		278	73.54
	≥ 31,000 AFN		32	8.47
Housing				
	Owned house	378	166	43.92
-	Rental house	-	212	56.08

(Khuram et al., 2022)

### 6.3 Experimental Strategy

The aim of this study was to investigate the influence of policies aimed at motivating teachers on the probability of those policies being accepted by teachers. In the process of conducting this survey, every participant was given certain choices. In each selection, the participant would be shown a set of 2 hypothetical motivation policies, i.e., alternative (A) and alternative (B), and the corresponding “status quo,” in which context none of the hypothetical policies are accepted. Every policy is composed of 6 attributes, and the level of each attribute is set randomly every time it is shown to the participant. The participants were asked to indicate their preference between two motivation policies, alternative (A) and alternative (B), and then to indicate their preference for each of these two policies, A and B, as opposed to the status quo. The attributes and levels of the attributes were selected randomly. However, for every attribute, I found or calculated the average marginal component effect (AMCE) on the external and internal choice probabilities. It was highly possible that one of the two alternative policies would be selected over the other.

Regarding the internal choice probabilities (the hypothetical policy might be preferred over the other policy), the policy with the highest rank received a value of 1, while the alternative received a value of 0. This assignment was made without regard to the policy’s rank in relation to the status quo option. A policy’s external choice probability was calculated by comparing it to the current ranking of all other policies. Policy A would have an external choice indicator of 1, whereas policy B would have had an external choice indicator of 0.

To find the participant’s policy acceptance probability with regard to the attribute levels, I use the AMCE defined by Khuram et al. (2022). It identified the causal effect of each attribute level on the respondents’ policy acceptance probability based on potential outcome framework (Khuram et al., 2022). The AMCE of the attribute’s level  $d$  was measured as  $\beta_{ld}^k$  in the following equation:

$$y_{itj}^k = \beta_0^k + \sum_{l=1}^6 \sum_{d=2}^{D_l} \beta_{ld}^k z_{itjld} + u_{itj}^k$$

where  $y_{itj}^k \in \{0,1\}$  is an outcome variable that takes the value of one if the respondent accepts the proposed hypothetical policy and zero otherwise;  $z_{itjld}$  is a dummy that takes the value

of one if the level of an attribute  $l$  of alternative  $j \in \{0,1\}$  in task  $t$  of respondent  $i$  is  $d^{th}$  and zero otherwise;  $D_l$  is the number of levels of attribute  $l$ ; and  $u_{itj}^k$  is the error term, all for  $k = \{internal, external\}$ . For  $k = \{internal\}$ , the outcome variable  $y_{itj}^k$  takes the value of one if alternative  $j$  in task  $t$  of respondent  $i$  is preferred over another alternative 2 (Khuram et al., 2022). For the external choice probability (i.e., for  $k = \{external\}$ ), the choice indicator variable  $y_{itj}^k$  takes the value of one if the alternative  $j$  in task  $t$  of respondent  $i$  is preferred over the status quo (Khuram et al., 2022).

Regarding the internal choice probabilities, between two policy A and B, the one with the highest rank receives a value of 1, and the other a value of 0. This occurs without considering its ranking in relation to the status quo options (khuram et al., 2022). In contrast, a policy's external choice is determined by comparing it to the ranking of the status quo. If it is higher than that of the status quo, the policy's external choice is one (i.e.,  $y_{itj}^{external} = 1$ ) and is zero otherwise (Khuram et al., 2022).

#### **6.4 Internal Choice Probability**

The internal choice probability addresses the likelihood of one policy alternative being preferred over alternative policies (Khuram et al., 2022). The number of classes per day, the number of students, residential plot, and salary have significant and positive effects on internal choice probability. Working desk and teacher training showed no significant results. The results are depicted in Figure 2 and Table 5.

The attribute number of classes per day, level two, six classes per day will increase the internal choice probability for treatment by 8% compared to the baseline. The condition for the number of students per class featuring 20 people per class may increase the internal choice probability by approximately 9%. Regarding the residential plot attribute, level two may increase the internal choice probability by 12%. Regarding the salary, levels two and three may increase internal choice by approximately 33% and 57%.

Finally, for the working desk attribute, level two, i.e., "Yes working desk" had no significant differences from the baseline, i.e., "No working desk" Regarding the training



attribute, level two, i.e., the provision of training to every instructor, this exhibited no significant differences from the baseline, according to which training was provided only to new teachers.

### **6.5 External Choice Probability**

The external choice probability addresses the likelihood of being preferred over alternative policies and status quo (Khuram et al., 2022).

As illustrated in Figure 2 and Table 5, the estimation results of the AMCE for external choice probability generally exhibit a pattern similar to the results for internal choice probability. However, the magnitude of the effect, in this case is slightly lower than that associated with internal choice probability.

Regarding the number of classes per day attribute, level two (i.e., six classes daily) has no significant result. With regard to the “number of students per class” attribute, the 20 students per class had no significant difference compared with the baseline of 40 students per class.

Regarding the working desk attribute, level two, i.e., “Yes, working desk,” had no significant or clear differences from the baseline of “No working desk.” Regarding the training attribute, level two, i.e., the provision of training to every teacher, exhibited no significant or clear differences from the baseline, according to which training was provided only to new teachers. Regarding the residential land attribute, level two, “residential plot,” will increase the external choice probability by 3%. Salary attribute levels two and three increased the external choice probability by 9% and 11%.

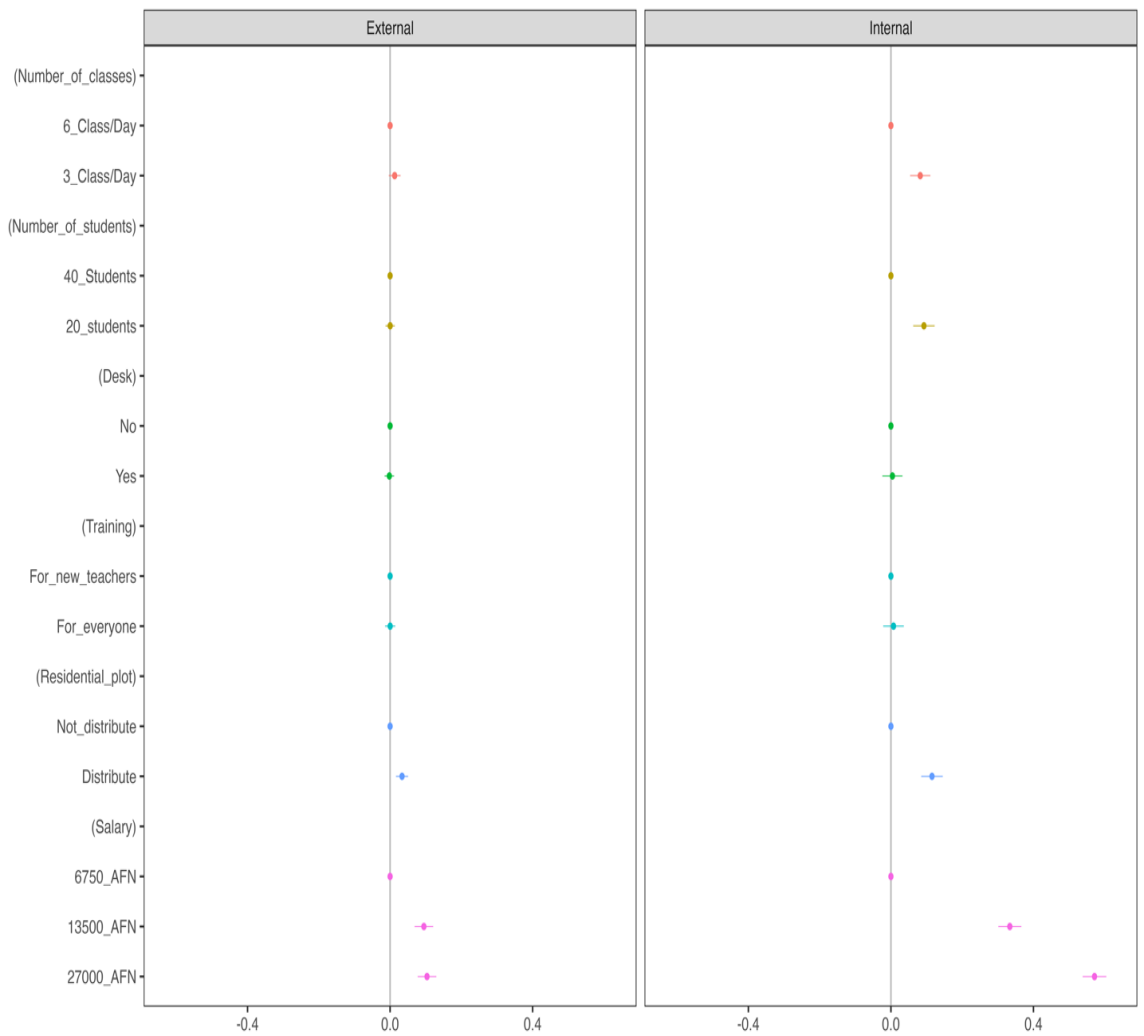


Figure 2. AMCEs for External and Internal Choice Probability

Note: The estimates are based on OLS regression with clustered errors; horizontal bars represent the 95% confidence interval (Khuram et al., 2022).

**Table 5. Estimation on The External and Internal Choice Probabilities**

Attributes	Variables	External	Internal
Number of classes per day	3 classes per day	0.0128	0.0823***
		(0.00846)	(0.0145)
Number of students	20 students	0.000203	0.0926***
		(0.00665)	(0.0153)
Personal working desk	Yes desk	-0.00205	0.00421
		(0.00687)	(0.0144)
Teacher Training	For everyone	0.000213	0.00723
		(0.00735)	(0.0148)
Residential plot	Distribute	0.0335***	0.115***
		(0.00871)	(0.0154)
Salary	13,500 AFN	0.0949***	0.334***
		(0.0133)	(0.0165)
	27,000 AFN	0.104***	0.571***
		(0.0133)	(0.0169)
Constant		0.859***	0.0398**
		(0.0166)	(0.0184)
	Observations	3,770	3,770
	R-squared	0.051	0.243

**Note:** Robust standard errors are in parentheses \*\*\* p<0.01, \*\* p<0.05, \* p<0.1 (Khuram et al., 2022).

## 6.6 Subsample Analysis

To further identify differences among the heterogeneous groups, the subsample analysis was conducted relative to marital status, housing characteristics, gender, education level, income, and age. Overall, the subsample analysis has significant results. Only housing characteristics and gender were not associated with statistically significant results.

Subsample analysis for the marital status; married teachers preferred 20 students and residential plots. They may prefer to have enough time to support each student and arrange everything. They may not have enough money to rent a house for their family, so they prefer a lighter workload and a residential plot (Table 6). However, housing characteristics and gender did not have statistically significant results (Tables 7 and 8).

When analyzing the subsample regarding education level, it is found that participants with a higher degree were concerned about the number of classes taught and preferred “3 classes per day” to “6 classes per day”. The teachers with higher and middle education degrees were concerned about student numbers. However, middle to higher-educated participants were more concerned about residential plots than those with lower education levels (Table 9).

High-income and middle-income teachers prefer fewer students per class than low-income teachers because they may believe that when the number of students is small, students will receive more appropriate instruction. Lower and middle-income teachers preferred residential plots, as it may be that they did not have enough income to buy a house (Table 10).

In the subsample analysis regarding age, the youngest and middle-aged teachers preferred three daily classes. They may believe that having three classes per day will allow for enough time for each student to receive appropriate instruction (Table 11).

**Table 6. Difference in AMCEs by Marital Status**

Attributes	Variables	(1) Single	(2) Married	(1) – (2) Difference
Number of classes	3 classes per day	0.107** (0.0441)	0.0796*** (0.0150)	0.0274 (0.0463)
Number of students	20 students	0.0464 (0.0441)	0.0972*** (0.0150)	-0.0509 (0.0460)
Desk	Yes	0.00749 (0.0443)	0.00398 (0.0150)	0.0035 (0.0463)
Training	For everyone	-0.0484 (0.0442)	0.0137 (0.0150)	-0.0620 (0.0467)
Residential plot	Distribute	0.0648 (0.0441)	0.122*** (0.0150)	-0.0571 (0.0459)
Salary	13,500 AFN	0.282*** (0.0559)	0.340*** (0.0184)	-0.0573 (0.0593)
Salary	27,000 AFN	0.529*** (0.0533)	0.577*** (0.0185)	-0.0487 (0.0524)
Constant		0.122* (0.0627)	0.0295 (0.0216)	-- --
Observations		420	3,350	
R-squared		0.208	0.249	

**Note:** Column (1) provides the AMCE for single respondents and Column (2) for married respondents. The last column shows the differences between the AMCEs of each group. Standard errors are in parentheses \*\*\* p<0.01, \*\* p<0.05, \* p<0.1.

**Table 7. Difference in AMCEs by Housing Characteristic**

Attributes	Variables	(1)	(2)	(1)-(2)
		Rent house	Own house	Difference
Number of classes	3 classes per day	0.0678*** (0.0189)	0.102*** (0.0215)	-0.0345 (0.0285)
Number of students	20 students	0.0814*** (0.0189)	0.107*** (0.0215)	-0.0259 (0.0285)
Desk	Yes	-0.0159 (0.0189)	0.0308 (0.0215)	-0.0468 (0.0285)
Training	For everyone	-0.00448 (0.0189)	0.0216 (0.0215)	-0.0261 (0.0286)
Residential plot	Distribute	0.130*** (0.0189)	0.0983*** (0.0215)	0.0313 (0.0285)
Salary	13,500 AFN	0.368*** (0.0233)	0.290*** (0.0265)	0.0777** (0.0357)
Salary	27,000 AFN	0.580*** (0.0232)	0.563*** (0.0264)	0.0177 (0.0321)
Constant		0.0488* (0.0271)	0.0261 (0.0310)	-- --
Observations		2,110	1,660	--
R-squared		0.250	0.239	--

Standard errors are in parentheses \*\*\* p<0.01, \*\* p<0.05, \* p<0.1.

**Table 8. Difference in AMCEs by Gender**

Attributes	Variables	(1)	(2)	(1) – (2)
		Male	Female	Difference
Number of classes	3 classes per day	0.0585** (0.0291)	0.0897*** (0.0163)	-0.0312 (0.0333)
Number of students	20 students	0.108*** (0.0291)	0.0883*** (0.0163)	0.0197 (0.0331)
Desk	Yes	0.0104 (0.0291)	0.00262 (0.0163)	0.0078 (0.0333)
Training	For everyone	-0.00608 (0.0291)	0.0108 (0.0163)	-0.0169 (0.0332)
Residential plot	Distribute	0.111*** (0.0291)	0.116*** (0.0163)	-0.0051 (0.0333)
Salary	13,500 AFN	0.366*** (0.0355)	0.323*** (0.0202)	0.0430 (0.0410)
Salary	27,000 AFN	0.580*** (0.0363)	0.569*** (0.0199)	0.0117 (0.0380)
Constant		0.0380 (0.0417)	0.0406* (0.0234)	-- --
Observations		900	2,870	
R-squared		0.248	0.242	

Standard errors are in parentheses \*\*\* p<0.01, \*\* p<0.05, \* p<0.1.

**Table 9. Difference in AMCEs by Education Level**

Attributes	Variables	(1)	(2)	(3)	(2) – (1)	(3) – (1)	(3) – (2)
		12 years	14 years	16 years	Difference		
Number of classes	3 classes per day	0.0354	0.0485	0.0949***	0.0131	0.0595	0.0464
		(0.118)	(0.0313)	(0.0162)	(0.1118)	(0.1085)	(0.0350)
Number of students	20 students	0.218*	0.0962***	0.0918***	-0.1214	-0.1258	-0.0044
		(0.118)	(0.0313)	(0.0162)	(0.1011)	(0.0975)	(0.0350)
Desk	Yes	-0.112	-0.0325	0.0191	0.0799	0.1314	0.0516
		(0.113)	(0.0312)	(0.0162)	(0.1160)	(0.1129)	(0.0349)
Training	For everyone	-0.126	0.00529	0.0115	0.1310	0.1372	0.0062
		(0.112)	(0.0314)	(0.0162)	(0.1141)	(0.1108)	(0.0353)
Residential plot	Distribute	-0.15	0.0928***	0.127***	0.2430***	0.2771***	0.0341
		(0.115)	(0.0312)	(0.0162)	(0.0990)	(0.0954)	(0.0350)
Salary	13,500 AFN	0.472***	0.316***	0.331***	-0.1566	-0.1415	0.0150
		(0.151)	(0.039)	(0.0200)	(0.1301)	(0.1258)	(0.0438)
Salary	27,000 AFN	0.721***	0.510***	0.585***	-0.2108	-0.1355	0.0752
		(0.134)	(0.0382)	(0.0200)	(0.1106)	(0.1062)	(0.0400)
Constant		0.153	0.107**	0.0164	--	--	--
		(0.179)	(0.044)	(0.0234)	--	--	--
Observations		60	840	2,830			
R-squared		0.38	0.195	0.257			

Standard errors are in parentheses \*\*\* p<0.01, \*\* p<0.05, \* p<0.1.



**Table 10. Difference in AMCEs by Income**

Attributes	Variables	(1)	(2)	(3)	(2) – (1)	(3) – (1)	(3) – (2)
		<=10,000 AFN	11,000- 30,000 AFN	>=31,000 AFN	Difference		
Number of classes	3 classes per day	0.0699** (0.0345)	0.0777*** (0.0165)	0.128*** (0.0478)	0.0078 (0.0380)	0.0580 (0.0586)	0.0502 (0.0503)
Number of students	20 students	0.0129 (0.0344)	0.0979*** (0.0165)	0.210*** (0.0478)	0.0850** (0.0381)	0.1961*** (0.0586)	0.1119** (0.0502)
Desk	Yes	-0.0621* (0.0343)	0.0130 (0.0165)	0.0667 (0.0481)	0.0751** (0.0378)	0.1288** (0.0587)	0.0537 (0.0505)
Training	For everyone	0.0127 (0.0344)	0.00757 (0.0165)	-0.00292 (0.0481)	-0.0052 (0.0381)	-0.0156 (0.0589)	-0.0105 (0.0506)
Residential plot	Distribute	0.117*** (0.0343)	0.128*** (0.0165)	0.0215 (0.0484)	0.0108 (0.0380)	-0.0954 (0.0587)	-0.1062 (0.0504)
Salary	13,500 AFN	0.308*** (0.0433)	0.342*** (0.0202)	0.348*** (0.0603)	0.0342 (0.0472)	0.0397 (0.0747)	0.0054 (0.0647)
Salary	27,000 AFN	0.548*** (0.0430)	0.576*** (0.0202)	0.566*** (0.0585)	0.0282 (0.0436)	0.0185 (0.0661)	-0.0096 (0.0560)
Constant		0.117** (0.0513)	0.0294 (0.0236)	-0.0307 (0.0671)	-- --	-- --	-- --
Observations		680	2,770	320			
R-squared		0.214	0.251	0.292			

Standard errors are in parentheses \*\*\* p<0.01, \*\* p<0.05, \* p<0.1.

**Table 11. Difference in AMCEs by Age**

Attributes	Variables	(1)	(2)	(3)	(1) – (2)	(1) – (2)	(2) – (3)
		<35	36–55	>56	Difference		
Number of classes	3 classes per day	0.0722***	0.0904***	0.0590	-0.0182	0.0132	0.0315
		(0.0216)	(0.0200)	(0.0578)	(0.0293)	(0.0608)	(0.6028)
Number of students	20 students	0.0920***	0.0853***	0.130**	0.0067	-0.0385	-0.0452
		(0.0215)	(0.0200)	(0.0573)	(0.0293)	(0.0592)	(0.0587)
Desk	Yes	-0.0100	0.0211	-0.0217	-0.0311	0.0117	0.0428
		(0.0216)	(0.0200)	(0.0576)	(0.0293)	(0.0602)	(0.5967)
Training	For everyone	-0.00683	0.0138	0.0263	-0.0206	-0.0332	-0.0125
		(0.0215)	(0.0201)	(0.0573)	(0.0294)	(0.0606)	(0.0601)
Residential plot	Distribute	0.127***	0.101***	0.150***	0.0259	-0.0227	-0.0486
		(0.0216)	(0.0200)	(0.0572)	(0.0293)	(0.6040)	(0.5995)
Salary	13,500 AFN	0.328***	0.330***	0.400***	-0.0010	-0.0712	-0.0702
		(0.0267)	(0.0245)	(0.0727)	(0.0368)	(0.0732)	(0.0724)
Salary	27,000 AFN	0.605***	0.562***	0.470***	0.0424	0.1346**	0.0922
		(0.0265)	(0.0245)	(0.0720)	(0.0329)	(0.0685)	(0.0681)
Constant		0.0381	0.0464	0.0155	--	--	--
		(0.0319)	(0.0282)	(0.0815)	--	--	--
Observations		1,600	1,910	260			
R-squared		0.264	0.239	0.188			

Standard errors are in parentheses \*\*\* p<0.01, \*\* p<0.05, \* p<0.1.

(Khuram et al., 2022)

## **Chapter 7 Discussion**

### **7.1 Job Satisfaction**

The findings of the study indicated a need to motivate teachers to enhance their job satisfaction, which can, in turn, enable them to perform well in their roles. Teachers complained about the lack of critical motivation factors that are necessary for their work. As the qualitative and quantitative results illustrated, motivation plays a vital role in job satisfaction. The satisfaction of teachers in school influences their level of commitment to the school and, thus, their overall performance, which determines the quality of education in the country. The more satisfied workers are in their roles, the greater their commitment to and participation in their organizations (Baluyos et al., 2019).

The results indicate that when teachers are happy, this situation is reflected in the overall completion of their duties, thus contributing to the overall success of the institutions in which they work. According to Baluyos et al. (2019), job satisfaction is essential for achieving an organization's ultimate goals, as it leads to enhanced student satisfaction, school improvement, and the provision of quality education. Maqbool (2017) noted that job satisfaction has recently been one of the most popular fields of research.

Teachers in Afghanistan complained about different factors, including their low salaries, the long distances they traveled to work, and their excessive workloads. According to the findings, rewards such as monetary compensation make teachers happy and increase their willingness to continue working. Maqbool (2017) argued that education is the backbone of the function of any country, as different levels of education play a vital role in improving the country's economy. On the other hand, the qualitative results found using the reflective thematic approach indicated that the factors that influenced teacher dissatisfaction include remuneration standards, workloads, teaching subjects outside the expertise of teachers, job security, work environment, promotions/capacity-building and the status of the teaching profession compared to those of other careers. According to the quantitative results, the critical motivational factors that enhance the job satisfaction of teachers in Afghanistan include the assignment of only three classes per day, class sizes smaller than 40 students per class, residential plots, and better salaries. This section discusses the findings of the study

and their role in increasing teacher job satisfaction and the overall quality of education in Afghanistan.

## **7.2 Teacher Motivation**

According to the findings, the basic factors affecting teacher motivation include low salaries, poor housing, a lack of promotions, and excessive workloads. These factors determine whether teachers are satisfied or dissatisfied. Ekinici (2020) argued that motivation can be categorized into two levels: extrinsic and intrinsic. Intrinsically motivated teachers work toward the establishment of these factors rather than to obtain material or financial benefits. However, most factors identified in the findings of this study constitute extrinsic motivators. What is the difference between these two types of motivation? How do they influence the overall quality of education in the education sector? According to Ryan & Deci (2000), intrinsic motivation is the process by which a worker engages in a particular activity for the inherent satisfaction of doing so instead of producing separable consequences.

## **7.3 Intrinsic Motivation**

According to previous studies, the identified motivation factors required for teachers include the need for growth by participating in activities such as training and recognition (Alshmemri et al., 2017). These motivating factors are intrinsic to the job and represent intrinsic forms of motivation resulting in intrinsic satisfaction. According to the results, in addition to salary and other forms of material motivation, teachers require nonmaterial forms of motivation that are self-determined and come from within the teacher. Teachers who are intrinsically motivated work to achieve effective performance in schools without expecting financial or material rewards. They engage in different activities with the aim of improving their skills and challenging their competency.

As illustrated in the literature review, intrinsic motivation is self-determined since it depends on the feelings experienced by each individual while performing the action in question. Primary intrinsic motivation factors include growth, advancement, responsibility, recognition, work, and achievement (Alshmemri et al., 2017). In school settings, teachers' motivation has a strong effect on their responsibility to share their knowledge and skills with

learners. Motivated teachers can be described as more satisfied, which significantly influences the educational achievement of both students and teachers.

### **7.3.1 Promotion and Capacity Building**

According to the qualitative results, a lack of promotions negatively affects teachers' job satisfaction. This critical question has prompted many scholars to research promotion and job satisfaction extensively (Faqeerzai et al., 2020; Roehrs & Suroush, 2015). The promotion has ranked among the three major challenges affecting teachers in Afghanistan. Alshmemri et al. (2017) discussed advancement as a motivator in Herzberg's two-factor theory. According to these authors, advancement refers to the positive and upward improvement of the position or status of an employee or a person in the workplace. Promotion plays a critical role in workers' work performance (Faqeerzai et al., 2020). It allows teachers to receive promotions and "serve as a role model in professional development." Faqeerzai et al., 2020). These authors also found positive relationships between promotion practices, performance evaluation, and compensation with teachers' performance in their roles in school. The findings indicated that promotion practices are critical in the teaching profession and that the importance of such practices follows only that of performance evaluation and payment. Roehrs & Suroush (2015) also highlighted the fact that promotion was the subject of one of the demands made by teachers during their strike in 2015 in Afghanistan.

The results indicated that the change in the education law in 2009 terminated teachers' promotion prospects (Roehrs & Suroush, 2015). This legal change altered the position of teachers from permanent employment to contractual employment. Article 3, paragraph three, distinguishes between two types of civil servants: *karkun-e qarardadi*, a term that refers to employees under contract, and a *mamour*, a term that refers to permanent employees (Roehrs & Suroush, 2015). It is critical to note that promotions result in increased salaries. Roehrs & Suroush (2015) confirmed that the prevention of promotions results in a lack of additional income, which could otherwise be an incentive for teachers to improve their excellence. As such, teachers in Afghanistan lack sufficient motivation to fulfill their responsibilities (Roehrs & Suroush, 2015). Marinette (2017) found that teachers play a critical role in enhancing the quality of education in secondary schools. As such, when

teachers leave their job to pursue other careers due to a lack of promotions or other motivations, students will ultimately exhibit poor performance.

Alam & Farid (2011) identified the factors that are responsible for high and low rates of motivation among teachers. In their research, the authors identified training as a factor that can affect teachers' motivation. Training provides teachers with the possibility of growth in their profession. It updates their skills in their area of specialization, thereby improving their teaching performance.

Alshmemri et al. (2017) noted that the availability of opportunities for teachers to improve their skills and knowledge might also result in their promotion. Knowledge is acquired through training, allowing teachers to gain new levels of professional understanding that they can impart to their students. The results of this study also indicated that one of the most dominant factors in the enhancement of teachers' innovation and performance capabilities is their competence. The goal of improving the quality of education is based on teachers' autonomy and focus on their work (Baluyos et al., 2019). Employees should understand that their ability to provide adequate services in their jobs requires an up-to-date description of the job, including the relevant specialization.

Job performance should align with organizational objectives, which require the organization to approve a variety of employee qualifications, such as competency requirements, and skills (Johari et al., 2018). However, these qualifications can be obtained only if the teacher receives training. A study conducted by Baluyos et al. (2019) indicated that some teachers feared that they lacked the skills necessary to teach. Since teachers are responsible for interacting with other people in the environment and communicating in a way that ranges beyond the daily routine of education, they must continue to improve their skills. Activities relevant to such improvement include participating in workshops and other forms of training at a variety of levels, including the local, national, and international levels. According to Baluyos et al. (2019), training teachers enhances their performance as they learn how to interact with others in the community, which results in a better school performance.

## **7.4 Extrinsic Motivation**

As noted previously, the majority of the motivational requirements of teachers in Afghanistan are based on material rewards, which can be described in terms of basic factors such as poor salaries and poor housing. These factors are extrinsic factors. According to the quantitative results, the critical motivational factors that enhance the job satisfaction of teachers in Afghanistan include the assignment of only three classes per day, class sizes smaller than 40 students per class, residential plots, and better salary. Herzberg (1959) noted that major hygiene-related factors include supervision, working conditions, salary, relationships, security, and status.

Although intrinsic motivation factors are vital to the improvement of teachers' job satisfaction, extrinsic characteristics are also critical. Namely, most school activities are extrinsically motivated (Ryan & Deci, 2000). Demir (2011) claimed that intrinsically motivating strategies may occasionally be infeasible in the context of certain roles. Extrinsic motivation depends on separable effects, including verbal or tangible rewards. As such, satisfaction is associated with these external rewards. Additionally, it is possible to claim that an action is performed extrinsically to receive a bonus or avoid punishment. Extrinsic motivation does not contain a self-determination aspect (Demir, 2011).

### **7.4.1 Workload**

This section explains the importance of having fewer than 40 students per class and being assigned only three classes and discusses teachers' workloads. This research indicated that workloads represent a challenge for teachers' performance. Workload includes the activities in which teachers must engage either inside or outside the classroom. (Johari et al., 2018). These activities include meetings, cocurricular activities, teaching, and other related tasks. This term may also refer to the time that teachers spend completing different activities, such as activities in the classroom, completing projects in class, or actions performed after class (Johari et al., 2018). According to the research, each teacher is currently assigned six classes per day, which puts pressure on teachers since it is tiring. The findings also indicated that currently, the ratio of teachers to students is 45 and 50 to 1; that is, one teacher is required to teach 45 to 50 students. This ratio causes classes to become overcrowded, resulting in

teachers being overwhelmed with work. The ultimate effects of this ratio are the low performance of students and the low overall quality of education in Afghanistan.

The findings also indicated that teachers in Afghanistan teach more hours than stipulated according to the standard requirements. In some cases, teachers confessed to teaching more than 40 hours per week; however, according to them, they should be teaching at most 30 hours per week. As noted by Roehrs & Soroush (2015), teachers in Takhar province taught as many as 48 hours per week, which appears to be out of proportion to the salaries they received. Despite their low position compared to individuals with other careers, teachers are given exhausting schedules, ambiguous roles and responsibilities, and heavy workloads, which increase their job dissatisfaction and ultimately lead to job attrition (Aslami, 2013). Aslami noted that the “highest reasons of teachers leaving the profession are mostly associated with concerns about heavy workload”. As such, teachers have little time for their own professional and personal growth. Karamanis et al. (2019) corroborated these findings.

Teachers also complained that they were expected to undertake additional roles without being paid for the additional work. This situation results in a high workload without corresponding compensation, which leads to the demoralization of teachers. Regarding job security, Johari et al. (2018) conducted research to investigate, among other topics, the relationship between workload and job performance. These authors found that workload had a negative impact on job performance. The findings of Johari et al. (2018) corroborate the findings of this study. Accordingly, the higher teachers’ workload is, the lower their performance. However, those authors noted that the teachers who conform to this pattern are those who have at least 16 years of experience. In this case, teachers feel responsible for a given task. Significant turnover is generated by the introduction of larger class sizes (Nelson, 2008). The research conducted by Munoz & Portes (2002) indicated that teachers’ job satisfaction is higher when class sizes are reduced. Namely, teachers spend less time giving instructions to the whole class and ensuring that each student understands the subjects being taught.



#### **7.4.2 Work Environments**

The findings of this study indicated that most teachers have poor housing, which requires the government and the relevant agencies to provide residential plots to increase their job satisfaction. According to the quantitative results, most teachers in Afghanistan require residential plots. Hsiao & Lin (2018) noted that working conditions are some of the extrinsic factors provided by the working environment. As such, the working environment and the associated conditions are fundamental and represent major factors that affect the performance of employees and the labor market. Such factors influence employees' job satisfaction, thereby increasing teachers' commitment and engagement if they are present and leading to attrition if they are absent.

Marinette (2017) found that most teachers receive lower salaries and face poor working conditions compared to their counterparts in other professions. Some working conditions include basic needs that are conducive to a learning environment, which affects their performance. Additionally, other factors related to the working environment include a lack of didactic materials, a lack of resources, excessive crowding, and a lack of housing. The lack of adequate working conditions and the working environment affect rates of teacher retention. According to the quantitative method, the working desk had no significant compared with the baseline, but in the qualitative study, teachers said we needed a place to sit after class.

#### **7.4.3 Residential Plots**

Roehrs & Suroush (2015) noted that President Karzai's government had decided to allocate land in towns to the poorest teachers. These teachers were close to retirement, had worked for more than 20 years, and continued to pay rent. The Ministry of Education in Afghanistan, in collaboration with the Independent Administrative Reform and Civil Service Commission, has been accused of ineffective deployment and recruitment of teachers. The MoE has mandated transfers and sent recruits to places that are distant from teachers' homes, including other provinces, without providing them with transportation or housing (Aslami, 2013). Housing is a major challenge and demotivates teachers. In his recommendations concerning ways to address the high rate of attrition among teachers, Aslami (2013) noted that the MoE should provide proper housing to teachers since most of them spend a

significant portion of their salaries to pay rent instead of satisfying other needs. He also recommended that teachers be assigned to facilities near their homes due to their inability to afford travel costs. However, Roehrs & Suroush (2015) highlighted certain challenges faced by the government with respect to providing housing to teachers. A major problem in this context is that houses are becoming expensive and scarce in large urban areas, thereby impeding efforts to construct houses for teachers in urban areas. In the current quantitative study, the residential plot is an important factor in increasing job satisfaction.

#### **7.4.4 Salary**

The findings of this study indicated that the current salaries of teachers in Afghanistan are low. A newly hired teacher receives 6500 AFN, which is insufficient to allow them to meet their basic needs and live comfortable lives. This research corroborates the findings of Roehrs & Suroush (2015), who emphasized the low salaries of teachers compared to those of other civil servants. According to their study, teachers' salaries are limited to 8500 AFN and 13500 AFN per month, which causes teachers to feel as if they are not valued. According to the qualitative results of this study, most teachers struggle to meet their families' basic needs and pay their rent, among other responsibilities. A teacher's salary helps them address their basic needs, such as purchasing food, clothes, shelter, and essential provision for their families.

Teachers sacrifice themselves by engaging in more teaching behaviors to ensure that their students understand the material and perform well on their exams (Adil et al., 2020). Pay is categorized as a hygiene factor; if such factors are not recognized, this situation leads to dissatisfaction among workers. Alshmemri et al. (2017) provided the same description, noting that salary is a hygiene factor whose primary role is to reduce job dissatisfaction. Similar to other hygiene factors, pay is related to the environment in which the tasks associated with the job are completed. As mentioned previously, Adil et al. (2020) noted that salary is used to address societal and economic needs. Inadequate pay increases attrition and turnover and lowers teachers' moral commitment. The research conducted by Malik et al. (2012) analyzed the impacts of pay and promotions on job satisfaction. Pay significantly affects workers' job satisfaction, while promotions have partial or significant effects in this context (Malik et al., 2012). Pay is, therefore a vital factor in enhancing the job satisfaction

of teachers. As illustrated previously, adequate salaries are necessary for teachers to meet their basic needs. According to these research results, most teachers in Afghanistan cannot meet a variety of basic needs, such as family needs and rent payments.

According to Maslow's hierarchy of needs, which includes physiological needs, safety needs, love and belonging needs, self-esteem needs, and self-actualization needs, physiological needs are the most fundamental needs that must be addressed before other needs on the list can be met (Maslow, 1943). These needs include food, shelter, and clothing. If these needs are not satisfied, the person in question may be unable to function correctly. Roehrs & Suroush (2015) noted that most teachers in Afghanistan could not rent a home, let alone purchase one. In the study, teachers who spoke to the Afghanistan Analysts Network lamented the fact that they received only meager earnings that did not even enable them to meet their basic needs. As the article stated, "Although he and his wife both teach, the salaries they receive barely feed their children, and insufficient money is left over to rent their own house." The findings of Roehrs & Suroush (2015) corroborated the conclusions of this research.

Furthermore, the findings of this study also indicated that some teachers live with their families in their father's house alongside their relatives. Judge et al. (2010) noted that other motivational factors can be compared to money. The research found that money is the most frequently cited fundamental motivational factor in workplaces (Jurgensen, 1978). As such, payment, or salaries, which are provided in the form of currency, are vital to sustaining people and offering them security and privileges. Teachers choose their careers to meet their needs and achieve their goals (Harper & Ross, 2011). Akiba et al. (2011) found that low salaries lead to higher rates of attrition and teacher dissatisfaction.

According to the Civil Servants Law in Afghanistan, the system has eight grades, starting from grade one to grade eight, and each grade has five steps. According to the “Independent Administrative Reform and Civil Service Commission,” teachers and other employees can attain one step every year after passing the performance evaluation.

Based on this law, a person with a 12 pass (graduated from grade 12) gets hired at step one of grade six, whereas a person with a 14 pass is hired at step two of grade six. A bachelor’s degree holder gets hired at step one, grade five; a master’s degree holder is hired at step two, grade five; and a Ph.D. holder gets hired at step three, grade five. (Civil servants’ law, 2008) According to civil servants’ law, teachers are hired in the lowest grades five and six. Compared to grades 4, 3, 2, and 1 receive the lowest salary. They do not receive car rentals or food allowance and have the lowest wages.

**Table 12. Pay and Grade System**

Grades	Steps	Monthly salary	The salary difference between the steps
1	5	32.500 AFN	1.400 AFN
	4	31.100 AFN	1.300 AFN
	3	29.800 AFN	1.300 AFN
	2	28.500 AFN	1.300 AFN
	1	27.200 AFN	4.800 AFN
2	5	22.400 AFN	1.000 AFN
	4	21.400 AFN	1.000 AFN
	3	20.400 AFN	1.000 AFN
	2	19.400 AFN	1.000 AFN
	1	18.400 AFN	2.400 AFN
3	5	16.000 AFN	750 AFN
	4	15.250 AFN	750 AFN
	3	14.500 AFN	750 AFN
	2	13.750 AFN	750 AFN
	1	13.000 AFN	1.100 AFN
4	5	11.900 AFN	500 AFN
	4	11.400 AFN	500 AFN
	3	10.900 AFN	500 AFN
	2	10.400 AFN	500 AFN
	1	9.900 AFN	700 AFN
5	5	9.200 AFN	300 AFN

	4	8.900 AFN	300 AFN
	3	8.600 AFN	300 AFN
	2	8.300 AFN	300 AFN
	1	8000 AFN	500 AFN
<b>6</b>	5	7.500 AFN	250 AFN
	4	7.250 AFN	250 AFN
	3	7.000 AFN	250 AFN
	2	6.750 AFN	250 AFN
	1	6.500 AFN	300 AFN
7	5	6.200 AFN	150 AFN
	4	6.050 AFN	150 AFN
	3	5.900 AFN	150 AFN
	2	5.750 AFN	150 AFN
	1	5.600 AFN	200 AFN
<b>8</b>	5	5.400 AFN	100 AFN
	4	5.300 AFN	100 AFN
	3	5.200 AFN	100 AFN
	2	5.100 AFN	100 AFN
	1	5000 AFN	0

Civil servants' law (2008)

#### **7.4.5 Job Security**

Job security was also identified as a critical motivating factor that is lacking among teachers in Afghanistan. According to the results, most teachers are employed on a contractual basis, which is referred to as karkun-e qarardadi in paragraph three, article six of the Civil Servant Law. As such, teachers have no promotion (Roehrs & Suroush, 2015). The findings also indicated that the role of teachers in the education sector is critical to eliciting performance from students and that job security is a factor that enhances teachers' performance. The results indicated that the findings pertain to employees' feelings regarding the possibility of losing their jobs and their lack of other significant features, such as their current working conditions, opportunities for promotion, and long-term career opportunities.

Enhancing employees' commitment is essential, as doing so ultimately leads to higher productivity. Job security ensures that teachers cannot be dismissed arbitrarily without a detailed process, which is not easy to implement. As such, teachers who are employed as mamour have a sense of job security.

## 7.5 Summary of The Chapter

The current education system in Afghanistan is low in quality. Teachers are critical players in the project of improving the quality of education in any country. Bishay (1996) noted that teaching could be perceived as a vital profession for the future of a nation. The satisfaction of teachers affects their commitment to their work, their productivity, and ultimately the performance of schools. Job satisfaction is critical with respect to accomplishing the ultimate goals of an organization. This study aimed to find the motivation factors that may increase job satisfaction in Afghanistan. Job satisfaction, particularly in the context of education, is a widely researched topic; however, few studies have focused on teacher motivation and job satisfaction in Afghanistan. Studies have found relationships between motivation and job satisfaction in different ways (Bishay, 1996; Alemi, 2013; Hsiao & Lin, 2018; Pilarta, 2015). According to these studies, different forms of motivation are related to job satisfaction. Notably, teachers' job satisfaction improves the quality of education.

This study identified the intrinsic and extrinsic motivational factors that increase job satisfaction in Afghanistan. According to the quantitative results, the critical motivational factors that enhance the job satisfaction of teachers in Afghanistan include the assignment of only three classes per day, class sizes smaller than 40 students per class, residential plots, and salary. The qualitative results found using the reflective thematic approach indicated that the same factors partially contribute to job satisfaction, including remuneration standards, workload, teaching subjects outside the expertise of teachers, job security, work environment, promotions/ capacity building, and the status of the profession compared to those of other careers.

In this study, the qualitative findings supported the quantitative findings. In the quantitative study, only work desk and teacher training showed insignificant results. Since this result was insignificant, it suggests that Afghani teachers preferred extrinsic motivation to intrinsic motivation. They require their basic needs to be satisfied; hence, intrinsic motivation factors were not given much importance. The convergent mix method (both studies were conducted simultaneously), remuneration standards, workload, work environment, promotions, and capacity building were consistent results using these two methods. The

qualitative study revealed new factors and findings, such as lack of job security, teaching subjects that are outside the teachers’ expertise, and the status of the teaching profession compared with other careers. Quantitative factors were selected based on theories and previous research, and the findings of the qualitative method were drawn from the open-ended questions. The following table shows the factors related to the qualitative method and the quantitative method:

**Table 13. Qualitative Method Themes and Quantitative Method Factors**

<b>NO</b>	<b>Qualitative method themes</b>	<b>Quantitative method factors</b>
1	Remuneration standard	Salary
2	Workload	Number of classes per day, Number of students per class
3	Teaching subjects outside the expertise of teachers	
4	Job security	
5	Work environment	Working desk, Residential plot
6	Promotions and capacity-building	Teacher training
7	The status of the teaching profession compared to those of other careers.	

The first finding of the quantitative method is “better salary.” Participants expressed that they earn low wages; they cannot support their family with their salary because their daily expenses are higher than the income they receive. The second finding is “residential plot.” Some teachers mentioned that they lived in a rental house for which they could not afford the rent. Regarding the number of students per class and number of classes per day, most participants teach more than 50 students per class, and they teach several classes per day. Therefore, they are faced with a high workload.



## **Chapter 8 Conclusion**

This study aimed to determine the reason why teachers leave the profession and which motivating factors can improve teachers' intention to stay on the job. In this research, a convergent mixed method (quantitative and qualitative) was used. The conclusion provides a clear response to research questions one and two:

### **8.1 What Job Dissatisfaction Factors Exist in Teachers in Kabul Province?**

In the first step, the reasons teachers tend to leave or change their profession were identified. Data were collected using open-ended questions. Among the 378 teachers who participated, only 125 reported that they were dissatisfied with their working conditions, including remuneration standards, workload, teaching subjects outside their expertise, job security, work environment/ facilities, premonition/capacity building, and the status of the teaching profession compared with those of other careers. The results found using the qualitative method suggest that increasing teachers' salaries, providing them with upgraded facilities, decreasing their workload, allowing them to teach subjects within their areas of expertise, guaranteeing job security, and facilitating their capacity building can motivate them to remain in the profession. This situation is likely to lead to high turnover among teachers, which, in turn, would have a negative impact on student outcomes. Therefore, this section answers research question one.

### **8.2 What Teacher Motivation Factors Increased Teacher Job Satisfaction in Kabul, Afghanistan?**

For the quantitative study, a randomized conjoint experiment was conducted, and primary survey data was collected from 378 teachers in Kabul and analyzed. The quantitative method findings indicated that three classes per day, fewer than 40 students in each class, residential plots, and better salaries increase teachers' job satisfaction in Kabul. The findings suggest that a motivation policy that incorporates extrinsic incentive elements can increase teachers' job satisfaction considerably. Furthermore, the results concerning internal choice probability indicate that the hypothetical policy has significant support from teachers. Thus, these findings answer research question two.

Based on Afghanistan's poor and unstable financial situation and dependence on foreign aid, the country's teachers tend to prioritize the basic needs of life, such as salary, residential plots, and a reduced workload. Therefore, the government should focus on providing basic needs to teachers to motivate them to stay in the profession, attract new talent, and improve the overall quality of education.

This policy can be implemented if the Emirate (Taliban) and the country move toward a democratic state or when relations between the international community and the current government improve. Once international donors and local communities begin to cooperate with the government by hiring more teachers to reduce the number of students in each class, providing residential plots, and increasing teachers' salaries, the policy can be implemented.

The results of these studies have important practical and academic implications, as they provide evidence-based policy input for designing teacher motivation policies in Kabul, which can be extended to other countries with a similar context. This study makes a significant contribution to the literature because it contributes to the lack of literature on Afghanistan's education sector, particularly from the perspective of teachers.

### **8.3 Limitations and Future Study**

In the qualitative method, teachers who were willing to stay in the profession were excluded from the study, which represents a limitation of this research. The most efficient way to conduct the mixing method is to employ the qualitative method first and based on the qualitative results, identify the potential attributes of the quantitative method. In this study, based on the time limitation and lack of budget, the quantitative and qualitative surveys were conducted simultaneously and thus exhibited inconsistency. In the qualitative method, three more essential factors were identified: job security, teaching subjects outside the teacher's expertise, and the status of the teaching profession compared to those of other careers; Next, research can include these factors as new attributes to find a teacher's preference. Therefore, future research that explores more inclusive factors is needed.

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## Appendixes

### Questions and answers for the qualitative study

**Questions:** Are you satisfied with your job? Are you leaving or changing your teaching profession? If yes, why?

آيا له خپل مسلک او دندې راضي ياست؟

آيا غواړئ چې اوسنۍ دنده پرېږدئ يا بي تغير کړئ؟

د اوسنۍ دندې د پرېښودلو دليل څه دی؟

Qualitative data and open-ended questions response sheet

R1. I did not find a job in my profession.

ما په خپل مسلک کې دنده پيدا نه شو کړای.

R4. The work pressure and workload are high.

د کار فشار او کاري بوج زيات دی.

R9. I have more than fifty students in a class.

په ټولگي کې له پنځوسو زيات زده کوونکي لرم.

R10. I live in a rented house, and we cannot pay the rent.

په کرایي کور کې اوسېږم، او کرایه ورکولای نه شم.

R11. The work environment is unsuitable; I have no place to sit after class.

کاري چاپېريال نامناسب دی؛ له تدریس وروسته داسې ځای نشته چې زه کېښم

R15. I live in a rented house, and we cannot pay the rent.

په کرایي کور کې اوسېږم، د کوم چې کرایه نه شو ورکولای.

R17. The facilities that are given to us are small and insufficient for us.

مونږ ته راكول شوي سهولتونه لږ او ناکافي دي.

R18. I will return to my profession when I have the time. I graduated in economics.

کله چې مې وخت بیا موند خپل مسلک ته ستنډېرم. زه له اقتصاد څخه فارغ یم.

R20. My profession is engineering. When I receive a job in my profession, I will return to my profession.

زما مسلک انجنیري ده. کله چې په خپل مسلک کې دنده بیا موم، نو بېرته به خپل مسلک ته وگرځم.

R22. Teachers are paid less than other government employees.

ښوونکو ته د نورو مامورینو په پرتله لږ معاش ورکول کېږي.

R25. The subjects or books they give me to teach are not related to our profession.

کوم مضامین او کتابونه چې دوی راکوي زموږ مسلک پورې اړوند نه دي.

R28. Low salary and high workload.

ټیټه تنخواه او ډېر کار.

R30. Teachers are paid less than other government employees.

ښوونکو ته د نورو مامورینو په پرتله لږ معاش ورکول کېږي.

R36. The privileges that we are given are low, and the expenses associated with our house are high.

موږ ته راکول شوی حق الزحمه ټیټه ده، او زموږ د کورنۍ اړوند مصارف زیات دي.

R38. I am looking for a job in which I can grow.

د یوې داسې دندې په لټه کې یم چې پرمختګ وکړم.

R45. The work environment is unsuitable; I have no place to sit after class.

کاري چاپیریال نامناسب دی؛ له تدریس وروسته داسې ځای نشته چې زه کېښم.

R46. Lack of motivation.

د تشویق لږوالی.

R55. They give me a lower salary. I couldn't find another job, so I brought us here to become a teacher.

ما بله دنده پیدا نه کړه، نو ځکه دلته راغلو، چې دوی اوس ما ته لږه تنخواه راکوي.

R56. I am a computer science student. When I graduate, I will transition to another profession.

زه د کمپیوټر ساینس زده کوونکی یم. کله چې فارغ شوم خپل مسلک ته ستنډم.

R58. I want to work in a job that offers more freedom.

زه غواړم په یوه داسې دنده کې کار وکړم چې ډېر آزادي ولري.

R63. I am currently a student; when I graduate, I will transition to another profession.

زه اوس زده کوونکی یم، کله چې فارغ شوم بل مسلک ته به تبدیل شم.

R66. There are fifty students in a class, and I teach more than four classes daily.

په ټولګي کې پنځوس زده کوونکي دي، او د ورځې له څلورو درسي ساعتونو ډېر تدریس کوم.

R70. The facilities that are given to us are small and insufficient for us.

مونږ ته راګول شوي سهولتونه لږ او ناکافي دي.

R73. Our salaries are not paid on time.

په خپل وخت تنخواه نه راګول کېږي.

R82. There is no system for promoting teachers.

د ښوونکو د ارتقا له پاره سیستم شتون نه لري.

R86. Low salary.

ټیټه تنخواه.

R87. The privileges and facilities given to teachers are few. In addition, we have a lot of problems, so we are looking for other jobs.

د ښوونکو حق الزحمه او امتیازات محدود دي. په ضمن کې مونږ ډېرې ستونزې لرو نو د بلې دندې په لټه کې یم.

R90. Our wages are low compared to those of other employees.

د نورو مامورینو په نسبت زموږه تنخواه لږه ده.

R95. I have a high workload; I not only teach students but also work in the administrative department of the school.

ډېر لوړ کاري بوج را باندې دی؛ زه یوازې زده کوونکو ته تدریس نه کوم بلکې اداري کارونه هم کوم.

R96. I alone work in the whole family, and our children go to school. I need a better salary to help my family.

په ټوله کورنۍ کې یوازې زه کار کوم، زما ماشومان ښوونځي ته ځي. زه لوړې تنخواه ته اړتیا لرم تر څو خپلې کورنۍ سره مرسته وکړم.

R102. I do not like my profession because it is not particularly important to society.

زما خپل مسلک نه خوښېږي، ځکه چې ټولني ته خاص اهمیت نه لري.

R103. Lack of motivation.

د تشویق لږوالی.

R104. I have a high workload; I not only teach students but also work in the administrative department of the school.

ډېر لوړ کاري بوج را باندې دی؛ زه یوازې زده کوونکو ته تدریس نه کوم بلکې اداري کارونه هم کوم.

R105. Being a schoolteacher is a good profession, but it does not matter in Afghanistan. In addition, I want to work in another sector.

د ښوونځي د ښوونکي دنده یو ښه مسلک ده، بلکې په افغانستان کې اهمیت نه لري. زه غواړم چې بل مسلک کې کار وکړم.

R108. Distance from school and low motivation.

له ښوونځي څخه فاصله او د تشویق نېټه کچه.

R116. I am currently a student; when I graduate, I will transition to another profession.

زه اوس مهال زده کوونکی یم؛ کله چې فارغ شوم بېرته خپل مسلک ته ستنېږم.

R119. High workload

ډېر زیات کاري بوج.

R123. My profession is nursing. When I find a job in my profession, I will return to my profession.

زما مسلک نرس دی. کله چې په خپل مسلک کې دنده بیاموم، نو بېرته به خپل مسلک ته وگرځم.



R128. I teach many classes per day.

د ورځې ډېرو ټولگيو ته تدریس کوم.

R135. Our salary is low, but the teaching pressure is high.

تنخواه کمه ده اما د تدریس فشار زیات دی.

R139. Low salary.

ټیټه تنخواه.

R142. High workload.

ډېر زیات کاری بوج.

R143. I am working on a contract basis, and I have no job security.

د قرارداد په اساس کار کوم اما وظیفوي مصونیت نه لرم.

R146. An unsuitable work environment, a lack of proper toilets.

نامناسب کاری چاپیریال، د کافي تشنابونو نه شتون.

R147. The subjects or books they give me to teach are not related to our profession.

کوم مضامین او کتابونه چې دوی راکوي زمونږ مسلک پورې اړوند نه دي.

R151. I have a high workload; I not only teach students but also work in the administrative department of the school.

ډېر لوړ کاری بوج را باندې دی؛ زه یوازې زده کوونکو ته تدریس نه کوم بلکې اداري کارونه هم کوم.

R152. I live in a rented house, and we cannot pay the rent.

په کرایي کور کې اوسېږم، او کرایه ورکولای نه شم.

R153. Our wages are low compared to those of other employees.

زما حق الزحمه نسبت نورو کارکوونکو ته ټیټه ده.

R155. The subjects or books they give me to teach are not related to our profession.

کوم مضامين او کتابونه چې دوی راکوي زمونږ مسلک پورې اړوند نه دي.

R156. There is no suitable system for improving the capacity of teachers.

د ښوونکو د ظرفیت لوړولو له پاره مناسب سیستم شتون نه لري.

R158. I do not like my profession because it is not particularly important to society.

زه خپل مسلک نه خوښوم، ځکه چې ټولنه ورته خاص اهمیت نه ورکوي.

R159. The privileges that we are given are low, and the expenses associated with our house are high.

مونږ ته راکول شوی حق الزحمه ټیټه ده، او زمونږ د کورنۍ اړوند مصارف زیات دي.

R160. I want to work in a job that offers more freedom.

زه غواړم په یوه داسې دنده کې کار وکړم چې ډېر آزادي ولري.

R166. Our salary is low, but the teaching pressure is high.

تنخواه کمه ده اما د تدریس فشار زیات دی.

R169. The work environment is unsuitable; I have no place to sit after class.

کاري چاپیریال نامناسب دی؛ له تدریس وروسته داسې ځای نشته چې زه کښېنم.

R171. I have a high workload; I not only teach students but also work in the administrative department of the school.

ډېر لوړ کاري بوج را باندې دی؛ زه یوازې زده کوونکو ته تدریس نه کوم بلکې اداري کارونه هم کوم.

R175. Low salary.

ټیټه تنخواه.

R179. The number of students is high, and we cannot handle all of them.

د زده کوونکو شمېر ډېر زیات دی کومو ته چې مونږ رسېدای نه شو.

R183. working contract basis, and not job security.

زه په قراردادي توګه کار کوم، او وظیفوی مصونیت نلرم.

R188. I have a high workload; I not only teach students but also work in the administrative department of the school.

ډېر لوړ کاري بوج را باندې دی؛ زه یوازې زده کوونکو ته تدریس نه کوم بلکې اداري کارونه هم کوم.

R193. I want to work in a job that offers more freedom.

زه غواړم په یوه داسې دنده کې کار وکړم چې ډېر آزادي ولري.

R195. The work pressure is high, but our income is low.

کاري بوج زیات دی بلکې عواید مو لږ دی.

R196. High workload and low salary.

لوړ کاري بوج او لږ معاش.

R197. My low salary cannot support my family.

په لږه تنخواه خپله کورنۍ نه شم تمویلولی.

R202. Teachers are paid less than other government employees.

ښوونکو ته د نورو مامورینو په پرتله لږ معاش ورکول کېږي.

R206. Being a schoolteacher is a good profession, but it does not matter in Afghanistan. In addition, I want to work in another sector.

د ښوونځي د ښوونکي دنده یو ښه مسلک ده، بلکې په افغانستان کې اهمیت نه لري. زه غواړم چې بل مسلک کې کار وکړم.

R207. I have a high workload; I not only teach students but also work in the administrative department of the school.

ډېر لوړ کاري بوج را باندې دی؛ زه یوازې زده کوونکو ته تدریس نه کوم بلکې اداري کارونه هم کوم.

R210. I am a nursing student; when I graduate, I will start my career.

زه د نرسنگ زده کوونکې یم؛ کله چې فارغ شوم خپل مسلک ته ستنېږم.

R212. The facilities that are given to us are small and insufficient for us.

مونږ ته راکول شوي سهولتونه لږ او ناکافي دي.

R219. I live in a rented house, and we cannot pay the rent.

په کرایي کور کې اوسېږم، د کوم چې کرایه نه شو ورکولای.

R222. I have economic problems at home; we are looking for a job that offers a good salary.

په کور کې اقتصادي ستونزې لرم، نو ځکه د ښه معاش په لټه کې یم.

R224. The facilities that are given to us are small and insufficient for us.

مونږ ته راكول شوي سهولتونه لږ او ناکافي دي.

R225. My profession is nursing. When I find a job in my profession, I will return to my profession.

زما مسلک نرس دی. کله چې په خپل مسلک کې دنده بیاموم، نو بېرته به خپل مسلک ته وگرځم.

R226. Our salaries are not paid on time.

په خپل وخت تنخواه نه ورکول کېږي.

R227. The privileges that we are given are few, and our household expenses are high. If the opportunities available to teachers are not increased, we will transition to another profession.

مونږ ته راكول شوی حق الزحمه ټیټه ده، او زموږ د کورنۍ اړوند مصارف زیات دي. که ښوونکو ته زمینه مساعده نه شي نو مونږ به بل مسلک ته مخه وکړو.

R232. I want to work in a job that offers more freedom.

زه غواړم په یوه داسې دنده کې کار وکړم چې ډېر آزادي ولري.

R234. I have more than forty-five students in a class.

له پنځه څلوېښتو څخه زیات زده کوونکي په یو ټولګي کې لرم.

R236. Our wages are low compared to those of other employees.

د نورو مامورینو په نسبت زموږه تنخواه لږه ده.

R238. There is no incentive program for teachers.

د بنوونکو له پاره د هڅوونې پرواکرم شتون نه لري.

R239. I do not like my profession because it is not particularly important to society.

زما خپل مسلک نه خوښېږي، ځکه چې ټولني ته خاص اهميت نه لري.

R241. I am a law student; when I find a job in my profession, I will return to my profession.

زه د حقوقو زده کوونکی يم؛ کله چې په خپل مسلک کې دنده بیاوموم، نو بېرته به خپل مسلک ته وگرځم.

R244. The work environment is unsuitable; I have no place to sit after class.

کاري چاپېریال نامناسب دی؛ له تدریس وروسته داسې ځای نشته چې زه کېښم.

R245. Our salaries are not paid on time.

معاش په خپل وخت نه راګول کېږي.

R247. I am still a student; that is why I chose this profession. When I graduate, I will transition to another profession.

تر اوسه زه زده کوونکی يم، نو ځکه مې دا مسلک انتخاب کړی دی. کله چې فارغ شوم نو بل مسلک ته به تبدیل شم.

R249. The privileges that we are given are low, and the expenses associated with our house are high.

مونږ ته راګول شوی حق الزحمه ټیټه ده، او مونږ د کورنۍ اړوند مصارف زیات دي.

R256. Teaching many classes every day.

د ورځې ډېرو ټولګیو ته تدریس کول.

R263. Mentally, the profession is one-sidedly boring for us because we are not given incentive certificates.

ذهناً، مسلک مو یو طرفه ستومانه کوونکی دی، ځکه چې مونږ ته د هڅوونې تصدیق نه راګول کېږي.

R265. I teach many classes per day.

د ورځې ډېرو ټولګیو ته تدریس کوم.

R266. Low salary.

لږه تنخواه.

R267. Our wages are low compared to those of other employees.

د نورو مامورينو په نسبت زمونږه تنخواه لږه ده.

R269. I want to work in the private sector.

زه غواړم په خصوصي سکتور کې کار وکړم.

R270. I teach many classes per day.

د ورځې ډېرو ټولگيو ته تدریس کوم.

R271. There are many members of my family, but only I have a job, and I cannot provide for my family.

زما د کورنۍ غړي ډېر دي اما يوازې زه دنده لرم، چې د کومې په واسطه دوی تمویلولی نه شم.

R273. The work environment is unsuitable; I have no place to sit after class.

کاري چاپیریال نامناسب دی؛ له تدریس وروسته داسې ځای نشته چې زه کینېم.

R277. Our family is large, and the income I receive is not enough for our family.

زمونږ کورنۍ غټه ده، او کوم عواید چې زه لرم زما د کورنۍ له پاره کفایت نه کوي.

R280. I want to work in a profession where our minds can be easy and calm.

زه غواړم په یوه داسې مسلک کې کار وکړم چې ذهن مې آرام او آسوده وي

R281. In our current job, we do not have many financial rights, nor are our intellectual rights emphasized.

په اوسنۍ دنده کې مونږ کافي مالي حقوق نه لرو، همدارنگه زمونږ فکري حقوقو ته پاملرنه نه کېږي

R285. Teachers' salaries are not paid on time.

د ښوونکو تنخوا په وخت نه ورکول کېږي.

R287. The work environment is unsuitable; I have no place to sit after class.

کاري چاپیریال نامناسب دی؛ له تدریس وروسته داسې ځای نشته چې زه کینېم.

R288. Our wages are low compared to those of other employees.

د نورو مامورينو په نسبت زموږه تنخواه لږه ده.

R291. Lack of motivation for teachers.

د ښوونکو د تشويق لږوالی.

R299. Lack of motivation.

د تشويق لږوالی.

R300. My low salary cannot support my family.

زما لږه تنخواه زما کورنی نه شي تمیلولی.

R305. The facilities that we are given are few, but the work pressure or workload we face is high.

موږ ته راكول شوي سهولتونه محدود دي بلکې د کار د لور فشار سره مخامخ يوو.

R308. I travel a long distance to school; the school salary is low, but I do a lot of work.

ښوونځي ته له ډېرې لېرې واټن څخه ځم، خو د ښوونځي تنخواه لږه او زه ډېر کار کوم.

R309. Mentally, the profession is one-sidedly boring for us because we are not given incentive certificates.

ذهناً، مسلک مو يو طرفه ستومانه کورنکی دی، ځکه چې موږ ته د هڅوونې تصدیق نه راكول کېږي.

R310. Low salary.

تېټه تنخواه.

R314. The privileges and facilities given to teachers are few. In addition, we have a lot of problems, so we are looking for other jobs.

د ښوونکو حق الزحمه او امتيازات محدود دي. په ضمن کې موږ ډېرې ستونزې لرو نو د بلې دندې په لټه کې ېم.

R315. I live in a rented house, and we cannot pay the rent.

په کرایي کور کې اوسېږم، او کرایه ورکولای نه شم.

R319. I live in a rented house, and we cannot pay the rent.

په کرایي کور کې اوسېږم، د کوم چې کرایه نه شو ورکولای.

R320. The profession of a particular teacher is not viewed as important.

د ښوونکو مسلک ته خاص اهمیت نه ور کول کېږي.

R326. I came from pharmacy to the teaching profession. I will return to my profession.

له فارمسي څخه د تدریس مسلک ته راغلی يم. زه به خپل مسلک ته ستېږم.

R335. The amount of work is high, but our income is low.

کار ډېر زیات دی بلکې عواید مو لږ دی.

R337. Workload and lack of motivation.

د کاري بوج شتون او د تشویق لږوالی.

R340. Teachers are not given training to improve their capacities.

د ښوونکو د سويې لوړولو له پاره روزنه نه ورکول کېږي.

R349. Unsuitable work environment.

نامناسب کاري چاپېریال

R353. The facilities that we are given are few, but the work pressure or workload we face is high.

مونږ ته راكول شوي سهولتونه محدود دي بلکې د کار د لوړ فشار سره مخامخ يوو.

R359. The privileges that we are given are few, and our household expenses are high. If the opportunities available to teachers are not increased, we will transition to another profession.

مونږ ته راكول شوی حق الزحمه ټیټه ده، او زمونږ د کورنۍ اړوند مصارف زیات دي. که ښوونکو ته زمینه مساعده نه شي نو مونږ به بل مسلک ته مخه وکړو.

R364. The facilities that are given to us are small and insufficient for us. Therefore, when opportunities are available, we will transition away from this profession.

مونږ ته راكول شوی حق الزحمه ټیټه ده، او زمونږ د کورنۍ اړوند مصارف زیات دي. که ښوونکو ته زمینه مساعده نه شي نو مونږ به بل مسلک ته مخه وکړو.



R365. My low salary cannot support my family.

په لږه تنخواه خپله کورنۍ نه شم تمویلولی.

R366. Our salaries are not paid on time.

په خپل وخت تنخواه نه راکول کېږي.

R367. They give me a lower salary. I couldn't find another job, so I brought us here to become a teacher.

ما بله دنده پیدا نه کړه، نو ځکه دلته راغلو، چې دوی اوس ما ته لږه تنخواه راکوي.

R369. The subjects or books they give me to teach are not related to our profession.

کوم مضامین او کتابونه چې دوی راکوي زموږ مسلک پورې اړوند نه دي.

R372. Teaching is not our profession; we are looking for a job that is in accordance with our profession.

تدریس زموږ مسلک نه دی؛ موږ د یوه داسې دندې په لټه کې یوو چې زموږ د مسلک سره سم وي.

R378. I have a high workload; I not only teach students but also work in the administrative department of the school.

دېر لوړ کاري بوج را باندې دی؛ زه یوازې زده کوونکو ته تدریس نه کوم بلکې اداري کارونه هم کوم.

**Table 14. Choice Set Examples for The Quantitative Method (Pashto Version)**

NO	Attributes	Alternative (A)	Alternative (B)	Alternative (C)
1	په یوه ورځ کې د صنفونو شمیر	په یوه ورځ کې درې صنفونه	په یوه ورځ کې شپږ صنفونه	زه دا دواړه نه انتخاب وم
2	په یوه ټولګې کې د زده کوونکو شمیر	په یوه ټولګې کې ۴۰ زده کوونکي	د کاري ميز نشتون	
3	کاري ميز	کاري ميز	د ټولو بنوونکو لپاره	
4	د بنوونکو لپاره روزنه	د نویو بنوونکو لپاره	د اوسیدلو ځمکه یا ځای	
5	ځمکه یا د اوسیدلو ځای	د اوسیدلو ځمکه یا ځای	۱۳۰۰۰ افغانی	
6	تنخوا یا معاش	۲۷۰۰۰ افغانی	په یوه ټولګې کې ۲۰ زده کوونکي	