

学位論文の要旨 (論文の内容の要旨)
Summary of the Dissertation (Summary of Dissertation Contents)

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学 位 論 文
Dissertation

論 文 題 目

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

This research aimed to examine the motivation factors to increase the job satisfaction of teachers in Kabul. A mixed methods approach (qualitative and quantitative) was employed to analyze the data.

The main objectives of this study were as follows:

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.

This study collected in-depth information on 378 teachers located in the province of Kabul who actively participated in the instructional process. Findings revealed that 125 participants were preparing to leave or change their profession due to unfavorable working conditions. For the qualitative data analysis, a thematic analysis was used. A total of 253 teachers stated that they were not planning to quit. This study only included and discussed the reasons mentioned by teachers who intended to quit. Surveys pertaining to the qualitative and quantitative methods took 25–30 mins each to complete. The survey was conducted by a surveyor. The surveyor collected the data instead of the author, that is, he was hired by the author to do so.

The Qualtrics software platform was used for data collection, and subsequently, the data were analyzed using Stata software. The criteria for selecting the sample for this study were as follows. Kabul was selected because it is the country's capital. Schools and participants were randomly chosen from the list the author received from the Ministry of Education. An odd number of participants was selected. Therefore, the sample size represents the entire population (of Kabul Province).

Data collected included responses from 125 participants regarding their intentions to leave or change their current job. The results of the qualitative method indicated that the participants' major concerns pertained to their remuneration standards, workloads, teaching subjects outside their expertise, job security, work environments, promotions/capacity-building, and status of the teaching profession compared with those of other careers.

For the quantitative study, a randomized conjoint experiment was conducted, and primary survey data collected from 378 teachers in Kabul were analyzed. The proposed teacher motivation policy consisted of the following six attributes: number of classes per day, student count per class, personal work desk, teacher training, plot for houses, and salary. Findings revealed that the assignment of only 3 classes per day to each teacher, fewer than 40 students in each class, provision of suitable housing plots, and improvement of salaries were factors that could enhance teachers' job satisfaction.

Conclusion

Among the 378 teachers who participated, only 125 claimed that they were dissatisfied with their working conditions, such as remuneration standards, workload, teaching subjects outside their expertise, job security, work environment/facilities, premonition/capacity building, and status of the teaching profession compared with those of other careers. This situation is likely to lead to a high turnover among teachers, which, in turn, would have a negative impact on the quality of education.

The findings of the quantitative method indicated that three classes per day, fewer than 40 students in each class, residential plot, and better salary will increase teachers' job satisfaction in Kabul Afghanistan. The government can retain teachers by ensuring that their basic needs are met. These improvements can be offered by the government with the aim of increasing the workforce and improving development plans for teachers.

Findings suggested that a motivation policy that incorporates extrinsic incentive elements can considerably increase teachers' job satisfaction. Furthermore, the results concerning internal choice probability indicate that the hypothetical policy has significant support from teachers. Considering Afghanistan's unstable financial situation and dependence on foreign aid, the country's teachers tend to prioritize the basic needs of life, such as reduced workload, residential plots, and wages. Therefore, the government should focus on teachers' basic needs to motivate them to stay in the profession and improve the overall quality of education.

備考 論文の要旨はA4判用紙を使用し、4,000字以内とする。ただし、英文の場合は1,500語以内とする。

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