# Factors Affecting Performance of High School (Lycee) Teachers: A Case Study of Public Sector Schools of Afghanistan, Kohistan District, Kapisa Province

By

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## THESIS AND DEFENSE APPROVAL FORM

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Candidate of **MPhil Of Governance and Public Policy** at the National University of Modern Languages do hereby declare that the thesis **Factors Affecting Performance of High School (Lycee) Teachers: A Case Study of Public Sector Schools of Afghanistan, Kohistan District, Kapisa Province** submitted by me in partial fulfillment of MPhil degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it shall not, in future, be submitted by me for obtaining any other degree from this or any other university or institution.

I also understand that if evidence of plagiarism is found in my thesis/dissertation at any stage, even after the award of a degree, the work may be cancelled and the degree revoked.

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# **ABSTRACT**

This study examines factors affecting teachers' performance in public high schools of Kohistan District, Kapisa Province, Afghanistan. Teacher performance is crucial for enhancing educational quality and elevating student learning outcomes. Numerous factors influence teacher performance, including internal factors such as job motivation, educational attainment, teaching experience, and professional commitment; school-related factors like managerial support, social environment, educational program quality, and resource availability; and external factors encompassing student characteristics and broader environmental conditions.

To provide contextual understanding, a mixed-methods research design was employed, integrating qualitative insights from in-depth interviews with quantitative data from standardized surveys administered to 250 teachers, 300 students, and 50 school officials across 20 public high schools. Quantitative data were analyzed using SPSS software. Thematic analysis of qualitative data complemented these findings, enhancing the interpretation of statistical results and revealing nuanced contextual factors.

The objectives were to identify these factors, analyze their interrelationships, assess their impacts on teaching quality and teacher performance, and propose targeted strategies for enhancement. Findings reveal three primary categories—teacher-related (e.g., motivation, qualifications), school-related (e.g., resources, leadership), and student/environmental factors (e.g., classroom dynamics, security), each exerting distinct influences on performance. Key challenges include chronic resource shortages (textbooks, infrastructure), limited professional development opportunities, economic constraints affecting teacher retention, inadequate enforcement of teachers' rights, and contextual barriers such as cultural norms, social instability, security threats, and political interference.

Targeted strategies to address these challenges encompass comprehensive professional skills enhancement programs, curriculum strengthening with localized content, integration of affordable educational technologies, increased community involvement in school governance, and robust assessment/feedback mechanisms to support continuous improvement.

**Keywords**: Performance, Factor, Effectiveness, Strategy, Teacher.

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# NOMENCLATURE

| | | | | |
|---|---|---|---|---|
| EFA: | Education for All | | TCM: | Teacher-Centered Method |
| MOE: | Ministry of Education | | AVF: | Audio-Visual Facilities |
| EMIS: | Education Management Information System | | NSC: | Non-Specialized Courses |
| SES: | Socio-Economic Status | | CLASS: | Classroom Assessment Scoring System |
| MOEHE: | Ministry of Education and Higher Education | | TPS: | Top-Performing Schools |
| OCB: | Organizational Citizenship Action | | SC: | Self-Concept |
| OCBs: | Other Sensitive Behaviors | | ASC: | Academic Self-Concept |
| IWB: | Innovative Work Behavior | | SRL: | Self-Regulated Learning |
| SLRs: | Several Systematic Literature Reviews | | LMX: | Leader-Member Exchange |
| IQ: | Intelligence Quotient | | IWB: | Innovative Work Behavior |
| SPSS: | Statistical Package for Social Sciences | | EOP: | Enhance Organizational Performance |
| HPS: | High-Performing Schools | | MLEF: | Management Literature's Explanatory Factors |
| CCC: | Comprehensive Cross-Comparison | | ISS: | Ineffective Study Skills |
| IDS: | Internal Dynamics of the School | | IST: | Inappropriate Study Techniques |
| NGOs | Non-Governmental Organizations | | SEC: | Self-Esteem Contributes |
| SIT: | Self-Identification Theory | | | |

# <u>ACKNOWLEDGEMENTS</u>

# CHAPTER – 1:    INTRODUCTION

## 1.1  Preamble

The performance of high school (Lycee) teachers in public sector schools of Afghanistan, specifically in the Kohistan District, Kapisa Province, is influenced by various factors. A study on teacher attrition in public secondary schools in Kabul, Afghanistan, identified several factors contributing to teacher departure, including low salaries, ineffective recruitment and deployment processes, heavy workload, unequal work distribution, administration corruption, lack of professional development programs, and social factors.

Additionally, the deteriorating economic condition in Afghanistan has forced households to pull children out of school to work or marry off underage daughters, leading to restricted access to education and school closures (Barekzai & Mohammadi, 2024).

Furthermore, Taliban policies have resulted in teacher shortages, reduced teacher quality, and restricted access to quality education, particularly affecting female teachers. These factors collectively impact the performance of high school teachers in the public sector schools of Afghanistan.

## 1.2  Background of the Study

Afghanistan has been facing significant challenges in its education system, particularly in the public sector. The demand for teachers has increased due to the substantial increments in the school-age population, the Education for All (EFA) mandate, and a "seven-fold" growth in the number of students during the last decade (APEX, 2023).

In Kohistan Districts (Kapisa Province), Teacher's performance directly impacts educational outcomes amid resource constraints, security challenges, and motivation deficits. Recent MoE data from 2024 shows 68% of public high schools operate below capacity due to performance-related factors (MoE, 2024, UNESCO, 2023). i.e. training

gaps 42% (ADB, 2023), resource shortages 31% (world bank, 2022), security 27% (UNICEF, 2024), salary gaps AFN 8,000 vs Need AFN 15,000 (ILO, 2022)

Several factors have been identified as contributing to teacher attrition, including low salaries, ineffective recruitment and deployment processes, heavy workload, unequal work distribution, administration corruption, lack of professional development programs, and social factors (García et al., 2021).

Furthermore, Taliban policies have resulted in teacher shortages, reduced teacher quality, and restricted access to quality education, particularly affecting female teachers

## 1.3  Problem Statement

In the context of public sector schools in Afghanistan, particularly within the Kohistan District of Kapisa Province, there exists a multifaceted challenge in ensuring optimal teacher performance. This challenge is compounded by a complex interplay of factors that influence teachers' motivation, effectiveness, and overall job satisfaction. These factors encompass a broad spectrum, including personal characteristics and qualifications of teachers, the quality and quantity of training they receive, their intrinsic and extrinsic motivation, the workload they face, the leadership quality provided by school administrators, the availability and quality of school resources, the characteristics and needs of students, the support provided by home environments, the school culture, and external socioeconomic conditions and political stability (APEX, 2023).

The impact of these factors on teacher performance is profound, affecting not only the immediate educational outcomes for students but also the long-term development of the educational system and the broader community. However, the current understanding of how these factors interact and collectively influence teacher performance is fragmented and often lacks a comprehensive, empirical basis. This gap in knowledge hinders the development of effective strategies and policies aimed at enhancing teacher performance and, consequently, the quality of education provided to students (García et al., 2021).

This study aims to address this gap by employing a mixed-methods approach, combining both qualitative and quantitative research methods. Through a detailed examination of the identified factors, this research seeks to elucidate the complex relationships between these elements and their impact on teacher performance. The findings are expected to provide valuable insights into the areas that require attention and

intervention to improve the educational outcomes and the working conditions of teachers in public sector schools of Afghanistan.

Despite the critical role of teachers in achieving educational goals, the performance of public sector high school teachers in Kohistan District remains insufficiently explored. Existing policies often fail to address the practical challenges teachers face in their daily professional environment. This lack of empirical evidence hinders effective decision-making aimed at improving teacher motivation, effectiveness, and overall school performance (World bank, 2022; ADB, 2023; UNICEF, 2024).

## 1.4  Research Questions

The study will be conducted to investigate the following questions.

1. What are the factors that affect the performance of high school teachers in public sector schools in Afghanistan, specifically in the Kohistan District of Kapisa Province?
2. How do these factors affect the performance of high school teachers in public sector schools in Afghanistan, specifically in the Kohistan District of Kapisa Province?
3. What strategies can be developed to improve the performance of high school teachers in public sector schools in Afghanistan, specifically in the Kohistan District of Kapisa Province?

## 1.5  Research Objectives

In this research, specific objectives have been considered to examine the subject, which are as follows:

1. To identify the factors that affect the performance of high school teachers in public sector schools in Afghanistan, specifically in the Kohistan District of Kapisa Province.
2. To analyze how these factors affect the performance of high school teachers in public sector schools in Afghanistan, specifically in the Kohistan District of Kapisa Province.
3. To develop effective strategies to improve the performance of high school teachers in public sector schools in Afghanistan, specifically in the Kohistan District of Kapisa Province.

## 1.6   Significance of the Study

The study on factors affecting the performance of high school teachers in public sector schools in Afghanistan, specifically in the Kohistan District of Kapisa Province, is significant for several reasons:

Improving the quality of education: By identifying the factors that affect the performance of high school teachers, the study can help develop effective strategies to improve the quality of education in public sector schools in Afghanistan.

Addressing teacher turnover: The study can help address the issue of teacher turnover by identifying the factors that contribute to low teacher motivation and job satisfaction, such as low salaries and poor working conditions.

Enhancing teacher training: The study can help enhance teacher training programs by identifying the areas where teachers need more support and training to improve their performance.

Informing policy decisions: The study can inform policy decisions related to education in Afghanistan by providing insights into the factors that affect the performance of high school teachers in public sector schools in the Kohistan District of Kapisa Province.

Contributing to the literature: The study can contribute to the literature on education in Afghanistan by providing new insights into the factors that affect the performance of high school teachers in public sector schools in the Kohistan District of Kapisa Province.

## 1.7   Structure of the Thesis

Chapter 1: Introduction

Chapter 2: Literature Review

Chapter 3: Methodology

Chapter 4: Findings

Chapter 5: Conclusions/Recommendations

# CHAPTER – 2:     LITERATURE REVIEW

## 2.1  Introduction

The literature review for the study on the factors affecting the performance of high school (Lycee) teachers in public sector schools of Afghanistan, specifically in the Kohistan District, Kapisa Province, can draw upon several relevant sources.

A study on teacher attrition in public secondary schools in Kabul, Afghanistan, identified various factors influencing teacher departure, including low salaries, ineffective recruitment and deployment processes, heavy workload, unequal work distribution, administration corruption, lack of professional development programs, and social factors. The study used a mixed-method approach, employing questionnaires, interviews, and observations to collect data from current and former teachers, a principal, a student, and a member of the Education Management Information System (EMIS) (Zaheer, 2019).

Environmental performance refers to organizational efforts to go beyond only complying with laws and regulations in order to meet and surpass social expectations about the environment (Chen et al., 2015). It takes into account how organizational practices, products, and resource usage affect the environment in a way that best complies with legal environmental standards (Delmas & Toffel, 2004). According to previous research, the quality of environmentally friendly products, the creation of green processes and products, and the integration of ecological sustainability issues into company operations and product development all affect environmental performance (Chen et al., 2015; Delmas & Toffel, 2004). Green innovation is linked to an established environmental management strategy, and it also encourages environmental performance (Adegbile et al., 2017; Chen et al., 2006). Additionally, by reducing waste and costs, green product and process innovation not only lessens the negative environmental effect of the company but also improves its financial and social performance (Weng et al., 2015). According to earlier research (Zhang et al., 2019; Lin, Tang, & Geng, 2013; Dumont et al., 2017), green innovation should not be seen as a company's proactive organizational goals and actions to enhance environmental performance in order to obtain competitive advantage.

Hair et al (2003) argues that in order to drive long-term improvement in schools, leaders of these schools ought to develop and expand their leadership repertoires given that this journey offers a context for the development of new understandings in both leadership and school development. For instance, teachers will be given the opportunity to study, learn about, share and enact leadership (Hair et al., 2003).

Many core issues play a pivotal role in managing effective schools. The next few years will witness an increasingly demanding agenda. For instance, expectations about creating better outcomes focused on developing 'active' individuals will increase significantly (Jannah & Wahyuningsih, 2024). The reassessment of organizational processes must be addressed in order to optimize the ability of students to think and learn. The agenda will also consider the special issues related to teacher motivation.

School improvement, "a process that focuses on enhancing the quality of students' learning" (Mesila, 2011), takes into account the internal conditions of the school, which will determine the effectiveness of the innovative work. The internal conditions of schools refer to every single detail affecting the teaching-learning process. These internal conditions include, but are not limited to, quality of teachers as well as teacher motivation and commitment, and the principal's leadership style and the extent to which he/she performs the functions or styles that many studies found effective in both school improvement and its sustenance. The quality of students is another internal condition and is highly dependent on the Socio-Economic Status (SES) of students, or what is termed 'home education culture'. The last stipulation on this list concerns the physical working conditions in the context of the school environment, its suitable architectural design, and the degree to which it is equipped with all necessary tools and materials, including rich libraries and additional laboratories (e.g. science labs and computer suites).

Zachariah (2002) argues that the quality of education is dependent on the quality of teachers. Teacher quality is important for three major reasons: it is central to the development of the principal attitudes towards learning and self-image of the learners; it establishes a base upon which subsequent learning will be built; and it is essential to the improvement of the schooling quality. Moreover, students' performances are affected by the factor level of their SES and home educational culture (Zachariah, 2002). Anderson

(2008) found that lack of parent participation was negatively related to student achievement (Anderson, 2008).

Within the same sample selected for this study, the researcher found out more about school teachers' attitude towards motivation and the extent to which Principals in these schools adopted the instructional leadership style. Five high-performing and five low-performing Lebanese public schools were selected. The results showed that teachers at High-Performing Schools (HPS) were significantly more motivated than were their colleagues at low-performing ones in terms of school climate and recognition received (Mattar, 2010). Moreover, the Principals in the schools studied were observed to assume more climate-related functions than the technological ones found under the instructional leadership style; and, the principals in high-achieving schools performed both sets of functions more significantly than Principals in the low-achieving ones after comparisons were made (Mattar, 2012). These research findings, including the qualitative data collected and the detailed description of the 10 schools studied, enabled the researcher to draw a Comprehensive Cross-Comparison (CCC) between the two sets of schools selected and to elucidate the factors found to affect performance in Lebanese public schools. The research, thus, aimed to highlight the various factors present at high-achieving schools, which had produced the excellent results these schools were achieving, as well as the various chronic challenges that low-achieving schools faced. The significance of this cross-sectional study design research rests on the premise of its uniqueness in the Lebanese market framework – a market in dire need of research in general and topics in educational management in particular. By allowing the researcher to test her research questions in two different sets of schools (High-Performing vs. Low-Performing), she has shed light on a somewhat neglected and highly significant topic in education, which is conspicuous by its absence in Lebanese universities (Hatoun & Al Koukash, 2023).

It is hoped that these findings might motivate other researchers interested in this topic to undertake further studies, starting from where this researcher left off. A greater body of data has now been made available to help guide the decisions of policy makers, such as the Ministry of Education and Higher Education (MOEHE), and serve as a tool towards educational improvement and sustaining effective schools.

Addressing the multifaceted challenges of running successful schools becomes increasingly critical over the coming years. Expectations for fostering 'active' learners will escalate, necessitating a reevaluation of organizational practices to maximize student cognitive abilities and learning potential. Additionally, the importance of addressing teacher motivation cannot be overstated.

School improvement, defined as "enhancing the quality of students' learning" (Msila, 2011), hinges on the Internal Dynamics of the School (IDS), influencing the success of innovative initiatives. Internal factors encompass a wide range of elements impacting the teaching-learning dynamic, including teacher competence, motivation, commitment, the principal's leadership approach, and the alignment with effective strategies identified in numerous studies. Student quality, influenced by socioeconomic status (SES) and home educational background, and the physical school environment, including architecture and resource availability, are crucial aspects of these internal conditions.

In a study focusing on Lebanese public schools, the researcher explored teacher motivation levels and the adoption of instructional leadership by Principals within high-performing and low-performing schools. Findings revealed higher motivation among teachers in Top-Performing Schools (TPS), attributed to positive school climates and recognition. Principals in these schools demonstrated a stronger emphasis on climate-related duties compared to technological aspects of instructional leadership, with a notable difference in function execution between high- and low-performing schools (Mattar, 2010 & Mattar 2012).

This research underscores the unique value of examining high- versus low-performing schools within the Lebanese context, a relatively unexplored area despite its relevance to educational management. The study aims to identify factors contributing to excellence in high-performing schools and address persistent challenges faced by struggling schools. Such insights could inspire future research and inform policy decisions by entities like the Ministry of Education and Higher Education (MOEHE), facilitating educational advancements and the maintenance of effective schooling environments.

## 2.2 Theoretical Foundations of Teacher Performance

Teacher performance is a multidimensional construct influenced by individual, institutional, and contextual factors. According to educational effectiveness theory, teacher competence, motivation, and professional support are central determinants of instructional quality (OECD, 2019). In post-conflict and resource-constrained settings, these determinants are further shaped by organizational structures, leadership practices, and access to professional development (UNESCO, 2021).

This study integrates multiple theoretical perspectives to explain teacher performance, recognizing that no single theory sufficiently captures the complexity of teachers' work environments. The following subsections review relevant theories and explicitly link them to the variables examined in the current research.

## 2.3 Psychological Perspectives on teachers' performance

Research in psychology has extensively explored the relationship between psychological factors and performance. For instance, Bandura's social cognitive theory emphasizes the importance of self-efficacy, suggesting that individuals who believe in their capabilities to succeed are more likely to perform better. Similarly, Maslow's hierarchy of needs posits that lower-level physiological and safety needs must be met before higher-level needs such as esteem and self-actualization can influence performance positively (Maslow, 1943).

## 2.4 Educational Perspective on Teachers performance

In the educational realm, research highlights the significance of teacher-student relationships, classroom environment, and instructional strategies on student performance. Vygotsky's sociocultural theory underscores the importance of social interactions and cultural tools in learning processes, suggesting that effective teaching practices can significantly boost students' academic achievements (Vygotsky, 1978). Additionally, studies on motivation and engagement show that students who feel connected to their school and engaged in meaningful learning activities tend to perform better academically (Deci & Ryan, 2000).

## 2.5   Organizational Behavior Perspective

From an organizational perspective, expectancy theory proposes that employees are more likely to perform well if they perceive a clear link between their efforts and the outcomes they desire, such as rewards or recognition (Vroom, 1964). Herzberg's two-factor theory further differentiates hygiene factors (such as job security and salary) from motivators (like achievement and recognition), suggesting that improving these motivators can lead to enhanced employee performance (Herzberg, 1968).

## 2.6   Technology Perspectives on teachers Performance

The advent of technology has also been examined for its impact on performance. Studies indicate that digital tools and online platforms can enhance productivity and efficiency in various domains, from business operations to education. However, the effectiveness of technology depends on factors such as user skills, access, and integration into existing workflows (Allen et al., 2013).

Additionally, Taliban policies have resulted in teacher shortages, reduced teacher quality, and restricted access to quality education, particularly affecting female teachers.

Moreover, a study comparing public and private schools in Kabul, Afghanistan, highlighted differences in curricula, textbooks, media of instruction, teachers' education and experiences, and student demographics between the two types of schools.

These sources provide valuable insights into the challenges and factors affecting the education system in Afghanistan, particularly in relation to teacher attrition and the differences between public and private schools. Incorporating these findings into the literature review will help contextualize the study and provide a comprehensive understanding of the factors influencing the performance of high school teachers in the specified region of Afghanistan (Sherani, 2014).

The importance of analyzing factors influencing academic performance stems from their substantial impact on academic motivation and their potential to be used for enhancing academic achievement. Learning and motivation are therefore two variables for combined study. While studies on school learning have focused on the cognitive trend for a while, there is presently a broader emphasis on the critical relationship between the cognitive and the motivational, albeit from various angles.

In fact, (Almaiah, 2020) offer one of the best suggestions for capturing the complexity of motivational processes at the academic level. They do this by separating three general categories of relevant constructs for motivation in educational contexts: an affective component that includes the results of academic success or failure as well as affective-emotional consequences derived from completing a task; a value component that includes students' goals and beliefs about the importance and interest of the task; and an expectation component that includes students' beliefs about their ability to complete a task. Self-regulatory learning has been linked to all of these motivating ideas. Accordingly, a number of research studies assert that students who embrace an intrinsic motivational orientation employ cognitive techniques and self-regulation processes to a larger extent than those who embrace an extrinsic motivational orientation.

According to recent research, subjects are more likely to actively participate in the learning process when they have high expectations for their own abilities, value the tasks, and feel accountable for meeting the learning objectives (Elumalai, 2021).

Contemporary models and theories of motivation emphasize not only the cognitive drivers of motivation but also the impact of specific contextual and individual factors on the cognitive and emotional aspects of the motivational process. One of the individual factors that has been linked to variations in self-regulated learning and motivational functioning is gender. Numerous studies have indicated that girls and boys have distinct attribution patterns. Specifically, girls tend to attribute their academic performance more to effort, whereas boys attribute their academic achievement more to ability and luck. Regarding gender differences in academic self-concept, (Prasetyo, 2020) found that when these differences do arise, they are detrimental to girls and there is no evidence of such differences (Gopal, 2021).

The idea of locus of control (Eren, 2020) is based on a dynamic, bipolar continuum that extends from the internal to the exterior. The conviction that one's actions have repercussions is what defines internal locus of control. Put another way, those with an internal locus of control are those who think that their actions determine whether they succeed or fail. Furthermore, proactive and adaptive behaviors are commonly shown by persons with an internal locus of control (Knickmeyer, 2020). As a result, those who have an external locus of control may fail to accept accountability for their deeds or behaviors. Consequently, those who have an external locus of control are more likely to respond

emotionally and steer clear of stressful circumstances. Despite being defined on a dynamic continuum, (Pascoe, 2020) contended that locus of control is a rather stable psychological construct. Researchers describe that people who have an internal locus of control would keep doing things that would support their belief that their actions had an impact on the results of their actions.

People who had an external locus of control, on the other hand, would participate in maladaptive behavioral patterns that would become self-fulfilling because they would not see the links between their acts and the results. In essence, people's locus of control would influence how they saw and engaged with their environment. Therefore, it would be reasonable to assume that when people were exposed to unfamiliar situations, their reactions would be consistent and would represent their orientation toward locus of control and level of cognitive processing. Furthermore, there is proof linking cognitive growth to locus of control. According to a number of studies (Prasetyo, 2020), a child's locus of control orientation is typically more external than an adolescent's or adults. As a result, adolescent locus of control orientation is typically more exterior than adult and more internal than kid. Furthermore, it has been discovered that whilst external locus of control is associated with concrete cognitive reasoning, internal locus of control is connected to abstract cognitive reasoning (Eren, 2020).

A crucial notion in psychology and education is Self-Concept. According to (Almaiah, 2020), Self-Concept (SC) is a multifaceted construct with one general component and other distinct sides, including Academic Self-Concept (ASC). Two components that are in line with the Shavelson model can be used to define the phrase Academic Self-Concept (Knickmeyer, 2020).

Performance is the result or total success rate of an employee over a given duration. Within the organization, an achievement is reaching predetermined targets based on mutually agreed-upon standards, such output or work standards (Anggriawan et al., 2015). According to Jackson et al. (2010), performance may be further classified into three categories: characteristics, behavior, and objective results (Jackson et al., 2010). In a different research, Jamaluddin et al. (2009) defined job performance as a person's ability to do tasks successfully while making use of the resources available at work. Based on his investigation, three factors are correlated with worker performance: the work

environment, the worker's drive for the job, and the worker's ability to finish tasks (Jamaluddin et al., 2009).

Numerous studies have examined the relationship between performance and flexible work schedules. According to study by Allen and Shockley (2018), workers with flexible work arrangements reported higher levels of job satisfaction, engagement, and productivity. Parallel to this, a 2019 study by Bloom et al. discovered that flexible work arrangements enhanced performance, which in turn increased job satisfaction and lowered turnover intentions. These findings suggest that flexible work arrangements might enhance worker performance by granting employees autonomy and scheduling flexibility (Allen & Shockley, 2018).

Discretionary individual behavior that is not directly or explicitly recognized by the formal reward system, and that in the aggregate, promotes the effective functioning of the organization, was the definition given by Organ. in their initial explanation of Organizational Citizenship Action (OCB). Altruism, conscientiousness, sportsmanship, politeness, and civic virtue are the five components that make up OCB. These actions improve performance even if they are voluntary and unrelated to duties or the job description. The field of OCB research has expanded greatly since Organ's founding. Scholars studying organizational behavior and employee conduct via critical analysis and empirical investigation have refined the idea of organizational citizenship behavior (OCB). As a result, Organ revised the OCB in 1997 to include the discretionary element and take into consideration psychological alterations in social structures, work environments, and surroundings. This has made it possible for organizations to periodically reevaluate even the most deeply held theoretical principles. Thus, "performance that supports the social and psychological environment in which task performance takes place" is how Organ (1997) defined OCB on page 95. Workers that display Other Sensitive Behaviors (OCBs) are more likely to learn from their mistakes, come up with new ideas, and develop strong bonds with both superiors and subordinates.

The process "by which individuals or groups acquire, interpret, reorganize, change, or assimilate a related cluster of information, skills, and feelings" is the definition of individual learning in the workplace. Moreover, it is critical to the way individuals and groups within organizations get meaning from their lives (Marsick & Watkins, 1990). Senge (1990) noted that self-study, observation, and technology-based education are the key components of individual learning, which is represented in a person's abilities, perspectives, knowledge, attitudes, and values (Allen et al., 2013).

It has been demonstrated that the ideas of positive workplace psychology and successful organizational practices improve performance at work. Research in management studies continuously draws attention to and expands upon our comprehension of behaviors—like learning, Leader-Member Exchange (LMX), Innovative Work Behavior (IWB), and organization citizenship behavior—that Enhance Organizational Performance (EOP) (Luthans, 2002; Weng et al., 2015). Organizations now need to sustain a competitive edge due to factors including globalization, the information society, and changes in the workplace. This requires, among other things, the intangible internal human factor expressed in knowledge, abilities, and attitudes (Mueller, 1996; Barney and Wright, 1998). For performance improvement in businesses, it also necessitates a deliberate effort to use quantifiable, positive human resource qualities and psychological capacities that can be controlled and developed (Luthans, 2002). Research on models of performance-enhancing positive organizational behavior has made this worse (Bolino & Grant, 2016).

The Management Literature's Explanatory Factors (MLEF) that may be linked to performance have been the subject of Several Systematic Literature Reviews (SLRs). The following areas are the focus of the evaluations: burnout and objective performance (Taris, 2006); performance management; nursing leadership and performance (Germain & Cummings, 2010); job demands, resources, and stresses (Pandey, 2018); management and performance (Luthans, 2002).

It doesn't seem that any research has addressed the impacts of OCB, LMX, team learning, individual learning, and IWB on worker performance as a concept or as a whole. The aim of this research project is to advance theoretical understanding in the quickly evolving subject of human resource management. First of all, it expands the body of knowledge on worker performance, learning, OCB, LMX, and IWB. Second, unlike other assessments, this study offers data on the amount of research that has been concentrated on Africa in an attempt to promote academic work in a distinctive cultural context on the connections between these concepts. Third, to increase the scope of the literature and enhance gap detection, the SLR aims to integrate the diverse research on OCB, LMX, learning, IWB, and performance from a variety of nations, fields, and companies. Fourth, these results can help researchers and practitioners define and refine theoretical research subjects related to these notions and discover new areas of interest, especially in light of the evolving dynamics of the workplace. The fifth section offers a conceptual framework that makes connections between the ideas in the relationship between performance and

helps to make sense of the varied performance outcomes. The primary manifest, mediating, moderating, and other pertinent findings from research on the connections between LMX, worker performance, team and individual learning, OCB, and IWB were chosen and described in this study (Atatsi et al., 2020).

The inquiry covered the whole body of scientific literature related to every idea found in the evaluated papers. Together with an emphasis on the African context, these were merged to provide an overview and conceptual framework that could be used for performance management. Additionally, it revealed gaps in the current corpus of knowledge. These actions might be game-changing catalysts for transformation in African organizations, encouraging more worker participation, task harmony, and a dedication to performance advancement (Luthans, 2002).

## 2.7  Factors Affecting Students' Educational Progress

Given that teacher performance leads to students' academic progress in schools, in this section we examine the factors that affect students' academic progress due to teacher performance (Faulkner, 2019).

In today's society, academic success serves as a crucial measure of an individual's achievements, playing a vital role in the growth and advancement of any nation. The progress of a country is closely tied to its advancements in science, intellect, and technology. Such progress in scientific fields is contingent upon the education of creative and analytical thinkers. Educational advancement not only fosters the comprehensive development and prosperity of a nation but also aids in securing appropriate employment and higher positions, ultimately resulting in sufficient income. Students and graduates who excel academically are frequently esteemed by their families and communities, which boosts their confidence and enthusiasm. Additionally, the financial challenges linked to educational setbacks are considerably reduced.

The factors influencing educational progress can be analyzed at three distinct levels: individual, familial, and institutional.

### 2.7.1  Individual Factors

Factors pertaining to the individual students include the following: physiological and physical aspects such as impaired vision and hearing, as well as mental and psychological elements including intelligence, memory capacity, and mental well-being. Additionally, there may be an absence of a clear, objective educational goal, insufficient

intrinsic motivation for learning, a lack of self-confidence, and a weakness of will in making academic choices and following through with them. Furthermore, inadequate planning regarding the time allocated and the volume of daily study, Inappropriate Study Techniques (IST) for various subjects, and Ineffective Study Skills (ISS) are also significant considerations (Akhlaqi, 1998).

### 2.7.1.1  Intelligence and Mental Ability

Psychologists define "intelligence as the ability to adopt adaptive or creative behaviors." Intelligence is usually considered the basis of the ability or capacity to learn.

### 2.7.1.2  Self-Esteem

One of the key elements influencing students' educational advancement is the establishment of goals. It is evident that students who set educational objectives tend to achieve greater success compared to those who lack specific aims. The presence of a goal encourages students to devise plans to attain it and to progress in a defined direction. Goals foster motivation, and crucially, high Self-Esteem Contributes (SEC) significantly to educational achievement and development. Conversely, the absence of a clear, specific, and attainable goal that aligns with the learner's capabilities often hinders effective learning. For teaching and training to be successful, it is essential that both the learner and the educator have a clear understanding of the learning objectives for each subject (Saif, 1985).

Closely related to the notion of attitude towards school and academic learning is the concept of academic self-esteem. Experiences of success or failure in various learning tasks over an extended period can shape a student's overall self-esteem regarding their educational experiences. Consequently, achievements or setbacks during the educational journey can lead students to internalize these outcomes as reflections of their abilities as learners (Akhlaqi, 1998).

Moreover, self-esteem plays a vital role in mental health and is intricately linked to educational progress. Numerous studies have demonstrated a significant relationship between self-esteem and academic advancement (Biabangard, 1998). From a logical perspective, individuals may propose various potential causal relationships, each of which can be explored theoretically.

It can be said that the educational progress of each individual affects his/her self-esteem through the evaluations of other important people (Arefi, 2004). Based on the

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Self-Identification Theory (SIT), one might predict that students with low academic self-esteem may avoid successes in which they can change their self-esteem. Hence, they show less effort (Aghdam et al., 2003).

### 2.7.1.3 Student Motivation

Perhaps it can be said with confidence that the most important factor that can disrupt our educational system is that students do not know why and for what purpose they should go to school, which is related to students' uncertainty about their future careers. Fear of failing exams, lack of access to appropriate food programs in villages and the outskirts of cities due to financial poverty in the family and lack of educated brothers and sisters, students' relationships with academically unsuccessful people outside of school who somehow encourage them to drop out of school. Lack of emotional connection between a student and his teacher, who is sometimes forced to remain silent in the face of his teacher's incorrect teaching methods, lack of encouragement from the school, even in small ways, which has more harmful effects on students who lack self-confidence and inner encouragement (Howard et al., 2021).

### 2.7.2 Family Factors

One of the most important institutions effective in human education and behavior is the family organization. Because the family is the first and most enduring factor in the development of the personality of children and adolescents and the basis for their physical, moral, emotional, and intellectual growth. Parents play a role in shaping their children's attitudes towards education. A positive attitude towards school, teachers and education is one of the variables that affect the level of education and the income of the family. The most important role of parents in the field of educational progress is to create a calm and conducive environment for studying and doing homework (Kussainov et al., 2014).

In recent years, the arrival of various types of authorized or unauthorized media, Facebook, Twitter, TikTok, Internet sites and various types of games (PUBG, Strange, etc.) that attract students, making lessons worthless and the fact that money and wealth are considered the best way to progress, has had a destructive effect on the student (Fummey et al., 2018).

As the first social institution, the family can play a significant role in educational progress. The main factors affecting educational progress are:

- Emotional conditions and security of the family environment
- Social and economic conditions
- Education and level of family culture
- Number of family members
- Mothers' employment
- Dominance of material values
- Effects of television

The family is a small social institution that is considered the first educational center of children and spends a significant amount of time in it. Bahramzadeh says: The family environment is more effective than the IQ of students in their academic success. In general, environmental deprivation and lack of stimuli for mental and social development are important factors in academic failure (Saif, 1985).

According to social psychologists, the way people are socialized also affects their educational progress, and since the way of socialization in the middle class is different from the way of socialization in the poor class, the way of socialization in the lower class will be the basis for their children's academic failure.

According to Bloom (1984), in order to increase the level of interest and self-esteem of his students in learning subjects, the teacher should try to improve the impact of the school learning conditions and increase the quality of his teaching method in order to achieve success through students and gain self-confidence in their abilities and learning (Saif, 1985).

Another need that has received a lot of research is the need for progress or motivation for progress. Educational progress has been defined as a desire, interest, for general success or success in a specific field of activity. Research conducted in this field has shown that people differ greatly in terms of this need. Some people have a high level of motivation and try hard to achieve success in competition with others and in their work, while others do not have the motivation to progress and are not ready to take risks to achieve success due to fear or failure, having low self-esteem (Najarian et al., 1993).

Lack of attention from the family to the student's academic status, which is increased due to the father's busy schedule. Insinuations from the student's parents such as these sentences that you will not be able to do anything in the future, which greatly

affects the student's frustration. Lack of psychological information among family members regarding the proper upbringing of children, and the large number of children, financial poverty or great wealth in the family, the absence of the father for several months or years due to employment abroad, and sometimes the simultaneous employment of the mother and father in working families, lead to insufficient attention to the student's academic situation.

### 2.7.3 Educational Factors

Education and upbringing: The continuous changes in textbooks that create a kind of mental turmoil in the student, along with the dry and lifeless content of some books, which sometimes makes it very difficult for the student to digest. The educational system's excessive emphasis on memorization and neglect of creativity in textbooks, the lack of familiarity of some teachers with the principles of child and adolescent psychology, which sometimes causes inappropriate behavior and frustration of the student. The existence of the Teacher-Centered Method (TCM), lecture as a traditional and old method in the educational position leads to the lack of development of talents, and in addition, the lack of Audio-Visual Facilities (AVF) in schools exacerbates this problem. Educational factors that can affect students' academic progress can be expressed in the following:

1. Appropriate educational facilities and space
2. Educational planning
3. Teachers' teaching methods
4. Teachers' experience
5. Lesson preparation and grading
6. Skills
7. Educational progress study
8. Academic failure

### 2.7.3.1 Appropriate Educational Facilities and Space

Standardization of class sizes and student density; in general, studies show that in low-density classes, academic success is not greater, unless the class density is less than 15 students, in which case individual education is possible. Adequate light, necessary cold and heat, when necessary, workshop and laboratory facilities, access to Internet sites,

etc. can be considered appropriate educational facilities and space that affect student learning (Najarian et al., 1993).

### 2.7.3.2 Educational Planning

School curricula must be appropriate. The weekly curriculum, teacher hours, and exam schedule should be able to meet the needs of students, parents, and educators, and teachers and administrators should be used appropriately. In some schools, due to a lack of specialists, non-specialists are used to teach unrelated subjects. Or, to solve the program bottleneck or complete the hours of a principal or head teacher, Non-Specialized Courses (NSC) are used. This certainly hinders the growth and dynamism of students. Two categories should be considered. One is the technology of curriculum planning and the other is the factors determining the curriculum. Curriculums should be carefully revised and adjusted (Haralampos, 1980).

### 2.7.3.3 Teachers' Teaching Methods

In many educational centers, teachers still use traditional lecture-based methods, and students in such schools are condemned to sit and listen. Without having a role in the learning process, and the teacher is the only and most active element of learning, and it is natural that in such a case, the volume of learning will be very small. Much research has been conducted on teaching methods and what teachers should do to achieve greater progress in the learning and teaching process.

### 2.7.3.4 Teachers' Experience

Teachers with experience show a greater tendency to develop teaching and classroom management skills. They reduce the amount of time spent on classroom administration.

Students' educational progress depends to a large extent on the environmental conditions and the way teachers and those around them treat them. The environment in which adolescents are raised should be such that it enables them to succeed. The teacher's approach should be logical to put the student on the path to success and for the student to gain self-confidence and expect success from himself because success is like a ladder that, once started, continues until the last step. Therefore, it can be said that the relationship between teachers and students and officials can affect the success of students and prevent them from dropping out of school. The approach of teachers and parents should be such that students experience learning through manipulating objects,

experimenting, collecting information, creating and creating discussions, and participating in group work, listening, reading and exploring, and thus do not prevent students from dropping out of school. The use of material and non-material encouragement is also useful (Hooman & Askari, 2001).

Teachers' greater use of verbal encouragement and encouragement in public plays a significant role in students' educational progress and also prevents students from dropping out. The content of textbooks, factors such as the lack of fit between students' needs and interests with the content of textbooks, and the lack of coordination of educational goals with students' needs and interests are among the factors of dropping out of school. If the content, methods and techniques of education are truly in line with the needs, interests, issues and problems of students, it will make them strive better in their studies and complete their education, and as a result, the dropout rate will be reduced.

Textbooks, course materials and course content are the most important way to achieve educational goals. A brief look at textbooks shows that most books and educational programs are not in harmony with the abilities and needs of students in terms of quality and quantity. There is no proportion between the content of the books, teaching hours and students' understanding and stages of development. One of the most important and effective factors for dropping out is the content of textbooks, as well as the lack of connection between the content of the courses and the needs of the students, the lack of connection between the content of the courses and the previous learning of the students, the voluminous content of the textbooks considering the amount of time they have for learning, the lack of connection between the content of the courses and the current and future needs of the society, the lack of fluency, the lack of attractiveness and the lack of understanding and comprehension of the course materials, the lack of thinking and the lack of creating desirable social relationships in the students are also other related factors (Mehran, 1996).

### 2.7.3.5  Preparing Lessons and Grading
Teachers who spend time preparing lessons and grading students' homework and class work achieve better results than teachers who do not do this.

### 2.7.3.6  Skills
Teachers who are more demanding and demanding in the eyes of students, teachers who have the ability to quickly establish order in the classroom, teachers who

systematically evaluate their work and are aware of what a student has or has not learned against all that should have been learned, and give students who did not learn the material the first time the opportunity to relearn. Teachers who help students understand the importance of the material and can distinguish between main and secondary material are more successful teachers than other teachers, and their students have higher educational progress.

### 2.7.3.7  Reading and Educational Progress

To develop skills in reading, there is an urgent need for reading materials and books other than textbooks, and the existence of a small library with a number of different books in the field of children's literature provides an environment where the teacher can encourage students to read at appropriate times. This work can begin as early as the third and fourth years of primary school and achieve great progress by the end of the primary school. A point that should be given special attention by the teacher is that reading begins with recitation and then gradually children should reach the stage of studying. Getting students to this stage is a special case for the Persian teacher. From the third and fourth years of primary school, the teacher should officially begin this work so that students gradually acquire sufficient skills in studying in the late primary school and early middle school, and this is where educational progress is achieved and students can overcome and overcome academic problems. If studying is done correctly, educational progress is achieved and then the individual can progress in academic subjects (Safavi, 2006).

### 2.7.3.8  Academic Failure

Academic failure in its precise sense is when a significant gap between the potential talent and the actual ability of the individual in academic activities and educational progress is evident. Although this definition can include all those who fall behind in their studies due to consecutive failures, generally referred to as retakes or failures, the concept of academic failure is not limited to failure and participation in conditional exams. It can include any student whose academic achievements and university progress are less than their potential and expectations. Based on this definition, even a gifted student may suffer from academic failure and underachievement, so academic failure is a general problem (Saif, 1985). The emotional and psychological conditions of students can be considered the main factor in academic backwardness or academic failure and underachievement. Many students, despite having above-average intelligence and significant learning capacity, simply suffer from academic apathy for

reasons such as emotional poverty, failure motivation, lack of perseverance, lack of self-confidence, inadequacy, lack of self-esteem in expressing one's feelings and self-worth, shyness, lack of a positive and strong attitude towards life, and psychological conflict, etc. They cannot make the desired educational progress. Such people need to be strengthened, self-confident and motivated and cognitive therapy to the extent that in the cognitive domain, they have a positive attitude towards goals and a strong motivation to try harder and reveal their potential talents. Other factors affecting academic failure include unfavorable social and behavioral conditions, educational conditions, desirable educational facilities, and lack of attention to the physiological conditions of learners, mental and motor disorders, behavioral maladjustment, etc (Saif, 1985).

Emphasizing the selection of experienced directors and deputies by the heads of education departments and emphasizing the merit-based principle in selecting school executive staff prevents the waste of educational funds. Encouraging students by teachers has a great effect on them, sometimes a word of encouragement or a good grade has a tremendous effect on the student. Greater use of experienced and specialized people at the top and bottom levels of the Ministry of Education (MOE) has a positive effect on this ministry. In addition to these cases, if the government, along with politics and economics, can examine the causes of academic decline in schools by forming a meeting of experts and elites of the country, the results of this survey will have desirable effects in the future of the country. Academic decline is the relative decrease in the academic activity and study of a student in a relative period compared to the relative period before it. The factors affecting academic decline are divided into several groups, which include: factors related to the student himself, factors related to the family, factors related to the school, and factors related to society (Akhlaqi, 1998).

# CHAPTER – 3:    FRAMEWORK AND METHODOLOGY

## 3.1  Conceptual Framework

The conceptual framework of this research is based on a review of past studies, and an attempt has been made to consider all factors that have played a role in improving teacher performance.
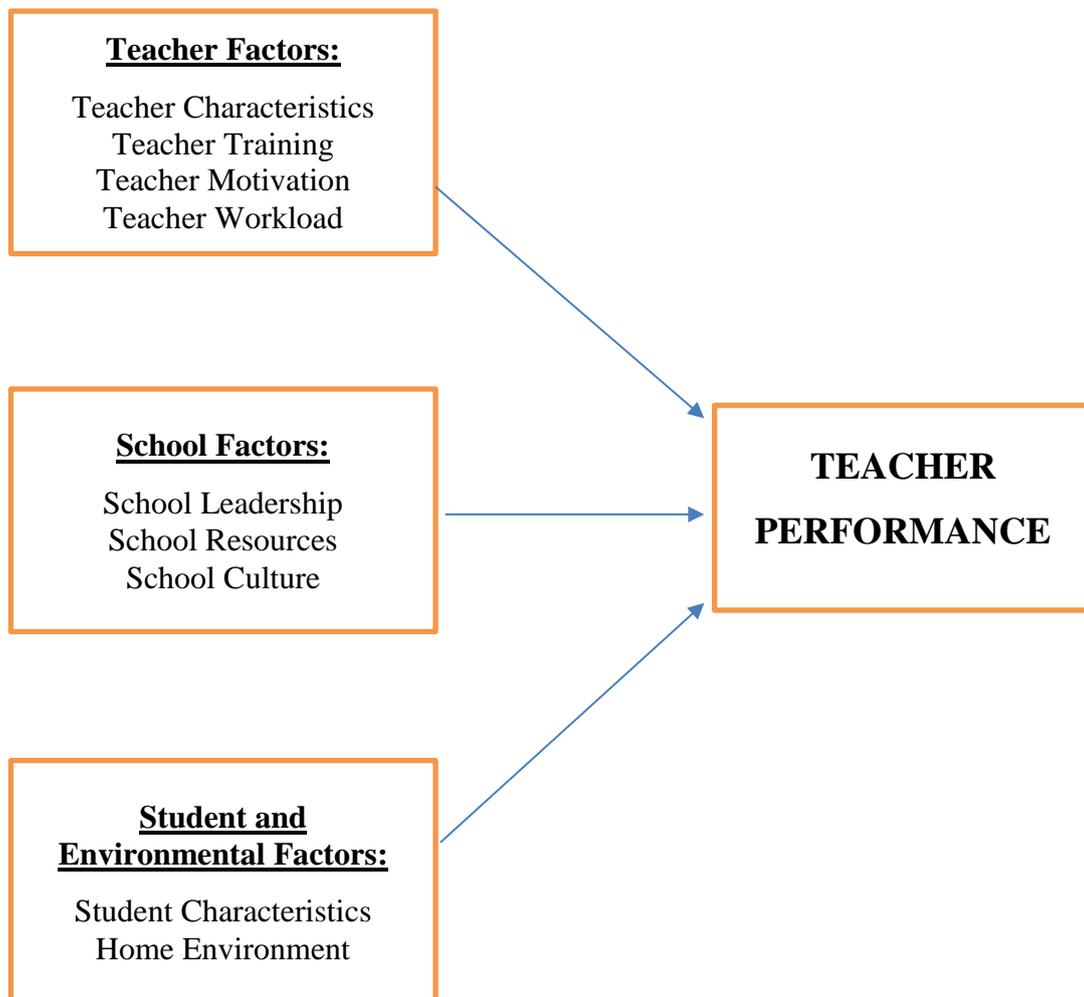


*Figure 1: Research Conceptual Framework*

### 3.1.1 Discussion

**Teacher Characteristics:** The study will explore how personal attributes, qualifications, and experience of teachers influence their motivation, effectiveness, and overall performance.

**Teacher Training:** The quality and quantity of training received by teachers will be examined to determine their impact on enhancing teachers' knowledge, skills, and ability to deliver effective instruction.

**Teacher Motivation:** The intrinsic and extrinsic motivation of teachers will be assessed to understand its effect on teachers' enthusiasm, dedication, and commitment to their work.

**Teacher Workload:** The study will investigate the relationship between the amount of work and responsibilities assigned to teachers and its potential to overburden teachers and negatively impact their performance.

**School Leadership:** The quality of leadership provided by school principals and administrators will be evaluated to see how it creates a supportive and motivating environment for teachers to thrive.

**School Resources:** The availability and quality of resources, such as textbooks, classrooms, and teaching materials, will be analyzed to understand their effect on teachers' ability to deliver effective instruction and meet students' needs.

**Student Characteristics:** The background, learning needs, and behavior of students will be examined to understand their influence on teachers' teaching methods, strategies, and overall approach to teaching.

**Home Environment:** The support and encouragement provided by students' families and communities will be assessed to see how it impacts students' motivation, engagement, and academic achievement.

**School Culture:** The norms, values, and expectations of the school community will be evaluated to understand how they foster a positive and supportive learning environment for both teachers and students.

**External Factors:** Socioeconomic conditions, political stability, and access to technology will be investigated to understand their influence on the overall context in which teachers work and their impact on teacher performance.

*Table 1: conceptual framework details*

| Factor | Description | Impact on Teacher Performance |
|---|---|---|
| Teacher Characteristics | Personal attributes, qualifications, and experience of teachers. | Can influence teachers' motivation, effectiveness, and overall performance. |
| Teacher Training | Quality and quantity of training received by teachers. | Can enhance teachers' knowledge, skills, and ability to deliver effective instruction. |
| Teacher Motivation | Teachers' intrinsic and extrinsic motivation to teach. | Can affect teachers' enthusiasm, dedication, and commitment to their work. |
| Teacher Workload | The amount of work and responsibilities assigned to teachers. | Can overburden teachers and negatively impact their performance. |
| School Leadership | The quality of leadership provided by school principals and administrators. | Can create a supportive and motivating environment for teachers to thrive. |
| School Resources | Availability and quality of resources, such as textbooks, classrooms, and teaching materials. | Can affect teachers' ability to deliver effective instruction and meet students' needs. |
| Student Characteristics | The background, learning needs, and behavior of students. | Can influence teachers' teaching methods, strategies, and overall approach to teaching. |
| Home Environment | The support and encouragement provided by students' families and communities. | Can impact students' motivation, engagement, and academic achievement. |
| School Culture | The norms, values, and expectations of the school community. | Can foster a positive and supportive learning environment for both teachers and students. |
| External Factors | Socioeconomic conditions, political stability, and access to technology. | Can influence the overall context in which teachers work and can affect their performance. |

This conceptual framework suggests that teacher performance is influenced by a complex interplay of factors, both within the school environment and beyond. By

understanding these factors, researchers can develop strategies to improve teacher performance and enhance the quality of education in Afghanistan's public sector schools.

## 3.2  Research Methodology

The research methodology for this study, "Factors affecting performance of high school (Lycee) teachers: a case study of public sector schools of Afghanistan, Kohistan District, Kapisa Province," will be a mixed-methods approach, combining both qualitative and quantitative research methods. The library method is the collection of information using library tools such as books, articles, and all written documents. However, in the theoretical basis of the information collected, a library or documentary method was used. Quantitative research is a method that requires specific groups of people to answer a certain number of questions that are the same for all people. These answers constitute the research data set. In this method, questionnaires are given to the sample people according to the sample population to answer the questions posed. By describing and explaining the data, the research results are presented. Therefore, the library method and the distribution of questionnaires were used to collect information related to the topics studied in this research. The questionnaires have a series of questions, the results of which are reflected in the research findings section. The information collected from the library method is also included in the theoretical basis of this research. In the questionnaire used in this study, the questions were presented in writing and the respondents provided written responses.

The research methodology in this study is a combination of qualitative and quantitative methods that follow the principles of the pragmatism paradigm. In this study, qualitative methods such as in-depth interviews with teachers and school administrators will be used first to identify key factors and collect accurate and in-depth information (Creswell, 2014). Then, for a broader examination and more general analysis of the data, quantitative methods such as distributing questionnaires to teachers, students, and administrators and administrative staff of high schools and statistical analysis are used (Tashakkori & Teddlie, 2010).

This combination of qualitative and quantitative methods allows us to analyze the data from two different angles: on the one hand, we understand the individual perspectives and experiences of the respondents, and on the other hand, we obtain measurable and analyzable evidence based on quantitative data. This methodology helps

us to obtain accurate and reliable results for the factors affecting teachers' performance and to suggest practical solutions to improve their performance.

In this study, in order to collect data, a structured questionnaire consisting of two main parts was designed. The first part examines the demographic characteristics of the respondents in terms of parameters such as gender, marital status, age, level of education and level of work experience. The second part also contains questions about the research variables.

## 3.3  Philosophy / Approach

In this study, the paradigm of pragmatism is used to examine the factors affecting the increase in teacher performance in public high schools in Kohistan district, Kapisa province. The philosophy of pragmatism refers to the concept that truth and knowledge can only be understood and evaluated through operations carried out in the real world. In other words, in pragmatism, the emphasis is on solving practical problems and using efficient and result-oriented methods (Creswell, 2014). This philosophy allows us to examine complex issues such as teacher performance from different perspectives and, instead of focusing on pure theories, pay attention to real evidence and experiences.

In this study, the main objective is to analyze various factors affecting teacher performance, which include factors such as factors related to the personality of teachers, factors related to high schools, and factors related to the environment and personality of students. In the pragmatism paradigm, mixed methods are used to collect data in order to arrive at practical and effective solutions to improve teacher performance (Tashakkori & Teddlie, 2010). Therefore, this approach helps us to reach conclusions based on the realities in the high schools studied in this study and to provide effective suggestions for improving the quality of education.

### 3.3.1  Ontology

The present study studies the nature and structure of realities and phenomena that are relevant to the study of teacher performance in public high schools in Kohistan district, Kapis province. From a pragmatic perspective, ontology implies that realities cannot be fully understood from a theoretical perspective, but rather must be assessed through real-world experiences and observations (Morgan, 2007). In this study, realities include various factors such as the educational environment, equipment and resources, and the status of teachers, all of which affect their performance. Therefore, from an

ontological perspective, it is essential to focus on the real world and how these factors interact to improve or reduce teacher performance.

### 3.3.2 Epistemology

Epistemology examines the sources and methods of producing and acquiring knowledge. In the present study, epistemology is based on pragmatism, which is based on real experiences and objective evidence. In this approach, instead of relying on theoretical and abstract assumptions, real data collected through observation, interviews, and questionnaires from teachers, high school students, and high school administrators and administrative staff are used (Mertens, 2015). The goal is to extract our understanding of the factors affecting teacher performance from real observations and experiences in order to arrive at solutions based on the realities in the high schools under study.

## 3.4 Research Design

Research design is the arrangement and planning of the entire research process in an organized manner. It discusses the basis of the research process. In this research, quantitative and qualitative (Mixed) methods have been used. In the mixed research method, all data are collected using both library and field methods and are analyzed using systematic methods.

## 3.5 Research Approach and Strategy

In this research, a pragmatic strategy and approach have been used to investigate the subject. Pragmatism in this research allows the researcher to use a set of methods to answer the research questions without committing to a specific method (Qualitative or Quantitative). This approach does not only emphasize abstract theories and concepts, but also seeks to achieve practical and applied solutions that can be effective in improving the performance of teachers in government high schools in Kohistan district, Kapisa province.

## 3.6 Data collection method

In this study, primary data and secondary data were used in a complementary manner to increase the accuracy, validity, and comprehensiveness of the findings. This combination contributes to a better understanding of the problem and a multidimensional analysis of the factors affecting teacher performance in the high schools studied in the study.

### 3.6.1 Primary Data

The primary data of this study were prepared through direct data collection tools such as structured questionnaires and semi-structured interviews. The questionnaires were structured on a five-point Likert scale and included questions regarding factors affecting teacher performance in the form of three general factors (factors related to teacher personality, factors related to high schools, and factors related to the environment and personality of high school students). Interviews were also conducted with teachers, administrators, and experts from educational institutions to gain more in-depth information.

Using questionnaires and interviews to collect primary data is one of the most common and effective methods in social science research (Creswell & Creswell, 2018). These tools help the researcher to obtain first-hand perspectives from people involved in the education system and analyze the real conditions of the educational environment (Punch, 2014).

### 3.6.2 Secondary Data

Secondary sources include books, journal articles, official reports of the Afghan Ministry of Education, university theses, and all written sources that can be used as a source in the research. This data is used to explain the theoretical framework, research background, and compare field findings with the results of previous studies. Secondary data can save time and resources and can complement field data in detailed analyses. It also increases the theoretical validity of the research and allows the researcher to place their research in a broader scientific context (Heaton, 2004). The combination of primary and secondary data in this study, in accordance with the paradigm of pragmatism and the mixed methods approach, has made the analyses multi-faceted and realistic. The use of these two sources of information provides a basis for a more accurate understanding of the challenges and opportunities for improving teacher performance and enriches the research from both a scientific and practical perspective (Tashakkori & Teddlie, 2010).

### 3.7 Introduction to the research questionnaire

The subject was studied using questionnaire and interview in this research in the schools under study. This research questionnaire is based on a (five choice) Likert scale with 23 questions regarding the research position.

### 3.7.1 Research Questionnaire

A questionnaire was used to investigate the subject of the research. This questionnaire is a researcher-made questionnaire that was prepared by the researcher, considering the variables included in the research. First, the questions were prepared, and then we got the opinion of the supervisor and experts in this field about the questions in the questionnaire. After the questions were approved by them, we used the questionnaire. The questionnaire of this research consists of two parts, which are the demographic characteristics of the respondents and specialized questions related to the research subject. In the demographic characteristics, we asked the respondents about their characteristics such as: gender, civil status, age, education and experience, and in the second part, we arranged questions about the research variables.

The research variables in this research include: teacher factor, school factor, student and environmental factors, and specific questions have been arranged for each of these variables, which are as follows:

*Table 2: Classification of questions for the educational progress questionnaire*

| No. | Variable | No of questions | Question numbers |
|-----|----------|-----------------|------------------|
| 1 | Teacher Factor | 9 questions | 1-9 |
| 2 | School Factor | 9 questions | 10-18 |
| 3 | Student and Environmental Factors | 5 questions | 19-23 |
| Total | | | 23 questions |

### 3.7.2 Research Interview

In this study, in addition to distributing questionnaires to obtain accurate and up-to-date information, we also used the interview method. In the interview method, we prepared 5 questions for interviews with teachers and school administrative staff and used its results in the study.

### 3.7.3 Validity and Reliability of Research Questionnaire

The two main criteria for testing the accuracy and goodness of measures are validity and reliability. Validity tests to what extent it measures the specific concept hypothesized to be measured. Reliability tests to what extent the measurement tool consistently measures the concept to be measured at any time. In other words, validity seeks to determine whether we are measuring the concept correctly or not. And reliability

raises the issue of stability and consistency in measurement. Validity and reliability confirm and confirm the scientific accuracy applied in research.

### 3.7.4 Validity

The concept of validity or reliability answers the question of to what extent the measurement tool measures the desired characteristic. Without knowing the validity of a measurement tool, one cannot be sure of the data obtained from it. There are several methods for determining the validity of a measurement tool, including content validity, construct validity, and factor validity.

To measure the validity of the questions in this study, content validity is considered. Content validity is a type of validity used to examine the components of a measurement tool. The content validity of a study depends on the questions that make up it. If the questions in the questionnaire identify specific characteristics and skills that the researcher intends to measure, the test has content validity.

To determine validity, a content method was used in this study, which asked the opinions of the supervisor, advisor, and several experts about the validity of the questionnaire, and after approval, it was distributed.

### 3.7.5 Reliability

Reliability or reliability of a measurement instrument, which is also interpreted as validity, accuracy and reliability, is a measuring instrument that is made to measure a variable and attribute, if it is used in similar conditions, at different times or places, similar results will be obtained from it. In other words, a reliable or valid instrument is an instrument that has the property of repeatability and measurement of the same results.

One of the methods for calculating reliability is to use the Cronbach's alpha method. Cronbach's alpha is a reliability coefficient that reflects the degree of positive correlation of a set together. Cronbach's alpha is calculated in terms of the average internal correlation between questions that measure a concept. The closer Cronbach's alpha is to 1, the greater the internal consistency validity of the questions. In this method, if the alpha coefficient is less than 0.60, its validity is usually considered weak, the range of 0.70 is acceptable and more than 0.80 is considered good.

*Table 3: Reliability of research questionnaires*

| No. | Variable | No of questions | Alpha Cronbach |
|-----|----------|-----------------|----------------|

| 1 | Teacher Factor | 9 questions | 0.860 |
| 2 | School Factor | 9 questions | 0.851 |
| 3 | Student and Environmental Factors | 5 questions | 0.823 |

For the questionnaire (Investigation of factors affecting teacher performance in schools of Kohistan district, Kapisa province), Cronbach's alpha was divided based on the indicators, and for the Teacher Factor, Cronbach's alpha was 0.860, for the School Factor, Cronbach's alpha was 0.851, and for the Student and Environmental Factors, Cronbach's alpha was 0.823. Considering the scope of this test, the reliability of this questionnaire is in good condition.

## 3.8  Population Society

In any scientific research, determining the statistical population plays a fundamental role in the accuracy and validity of the research results, because the statistical population includes all people who have characteristics related to the research objective and the research results can be generalized to them. There are 12 government high schools in Kohistan district that are active and provide educational services to the public. The number of teachers, administrators, and students eligible for this study in these schools was 1366 people. The statistical population in this study includes all teachers, administrative staff, and students of government schools in Kohistan district, Kapisa province who are teaching at the high school level.

## 3.9  Sampling

Due to the vastness of the statistical population and time and resource constraints, it is not possible to fully survey all government school teachers; therefore, sampling is used as a scientific method to select a part of the population for a more detailed study and to achieve generalizable results.

In this study, the statistical sample includes 300 teachers, students, and administrative staff of these high schools, who were selected by simple random sampling. The sampling method was chosen in accordance with the population structure, the number of high schools, and access to information to ensure that all different groups of teachers at the elementary, middle, and high school levels were present in the study. This sampling method and sample size determination allow the researcher to generalize the results of his research with high accuracy to the entire community of public-high school teachers (Creswell, 2014; Taherdoost, 2016).

$$z = 1.96 \qquad p = 0.5 \qquad q = 0.5$$
$$d = 0.05 \qquad N = 1366 \qquad n=?$$

$$n = \frac{\dfrac{z^2pq}{d^2}}{1 + \dfrac{1}{N}\left[\dfrac{z^2pq}{d^2} - 1\right]} \qquad \Longrightarrow \qquad n = \frac{\dfrac{1.96^2 * 0.5 * 0.5}{0.05^2}}{1 + \dfrac{1}{1366}\left[\dfrac{1.96^2 * 0.5 * 0.5}{0.05^2} - 1\right]}$$

$$\Longrightarrow n = \frac{384.16}{1.280} = \boldsymbol{300.12\ Person}$$

The figures provided for this study were 95% accurate, which includes a probability of about 5% errors.

The study will be conducted in the Kohistan District of Kapisa Province, Afghanistan. A stratified random sampling technique will be used to select a sample of high school teachers from this school. The sample size will be determined based on the anticipated population size and the desired level of precision.

*Table 4: sample size*

| No | Group | Number of participants |
|----|-------|------------------------|
| 1 | Students | 150 |
| 2 | Teachers | 100 |
| 3 | Administrations | 50 |
| | Total | 300 |

## 3.10 Data Analysis

The quantitative data from the survey will be analyzed using descriptive statistics. Descriptive statistics involve summarizing and describing data, such as organizing and presenting data in a factual way, using measures like central tendency, distribution, and variance. It allows for the examination of trends, typical values, spread of values, and distributions of data. The qualitative data from the interviews will be analyzed using thematic analysis.

In the research, the SPSS program was used to analyze the questionnaire data. The data obtained from the questionnaires were coded and entered into the SPSS

program, and their analysis was displayed in the form of regular tables in the text of the thesis.

## 3.11 Ethical Considerations

In any scientific research, compliance with ethical principles is considered one of the fundamental pillars of the scientific and human validity of the research. The present study was also conducted in all stages of design, data collection, and analysis based on internationally recognized ethical principles.

### 3.11.1 Respect for human dignity and voluntary participation

Participation in this study was completely voluntary. All teachers and study subjects were informed of the research objectives, how the information would be used, and the right to withdraw at any stage of the research before answering the questionnaires. Participation was based on informed consent in writing in which it was further emphasized that the participants' responses would not be linked to their employment or social status (Orb et al., 2001).

### 3.11.2 Privacy and confidentiality of information

Another important ethical issue in this study was privacy of information. Personal information (name, place of teaching, personal characteristics) was not recorded and the questionnaires were analyzed in coded form. In addition, the data were kept in an encrypted system where no third party had access to the data (Wiles et al., 2008).

### 3.11.3 Prevention of psychological and social harm

As much as possible, the questionnaire was designed so that no humiliating or negatively charged questions were included. The questionnaire was structured in such a way so that it did not cause psychological pressure, discomfort and concern in the respondents. Participants could withdraw from further participation if felt any discomfort without consequences (Fouka & Mantzorou, 2011).

### 3.11.4 Reporting transparency and the prevention of scientific fraud

In this study, distortion of data, falsification of results and unethical use of information obtained was avoided. These findings were reported in a transparent and scientific analysis manner. The data was analyzed using valid statistical software to be sure the results are correct.

Based on the special cultural, social and administrative conditions of Afghanistan, an attempt was made to shape the study in a way that was tuned to the cultural values of teachers and the environment of public schools. The use of simple, transparent, and respectful language in the questionnaires is among the things that have been considered for this purpose. This study followed the principles and guidelines of international human research and an attempt was made to prevent any psychological, social, or occupational harm to the participants. Also, honesty in reporting and preventing distortion of results have been key principles of research ethics.

# CHAPTER – 4: DATA ANALYSIS AND FINDINGS

## 4.1 introduction

In this chapter, the data collected through questionnaires and interviews are analyzed and a table related to each question is prepared. In fact, data analysis is of particular importance for any type of research to verify or reject hypotheses and is considered one of the main and most important parts of the research. Research data analysis is a multi-stage process in which data obtained through the use of sampling tools (Statistical Population) are summarized, Coded, Categorized, etc. and finally processed to provide the basis for various types of analysis and relationships between data. In order to analyze the statistical data of the present study, first the information obtained from the questionnaires is extracted and arranged in a table. Then all the information is analyzed using a computer and through software (SPSS).

## 4.2 Respondents' Demographic Characteristics

The questions in this questionnaire are arranged in two parts, which include the respondents' demographic characteristics and questions related to the research topic. In the demographic characteristics section, we have separated the respondents based on duty, gender, civil status, age, education level and experience, the results of which are as follows:

### 4.2.1 Duty

In this study, the duties of the respondents include three general categories (teacher, administrator, and student). In a high school, all people are grouped into three categories that include these sections. The reason for separating teachers from administrative personnel in this questionnaire is that they have different perspectives on expressing the subject. According to the results of this study, among all the respondents, 100 (33.33%) were high school teachers, 150 (50%) were students, and 50 (16.7%) were employees of the administrative department of high schools.

According to the findings of this study, our statistical population included all people in high schools so that we could obtain a more favorable and accurate result on the subject of the study, which gives more validity to our results.

*Table 5: Duty*

| Duty | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Teacher | 100 | 33.3 | 33.3 | 33.3 |
| | Student | 150 | 50.0 | 50.0 | 83.3 |
| | Administrator | 50 | 16.7 | 16.7 | 100.0 |
| | Total | 300 | 100.0 | 100.0 | |

## 4.2.2 Gender

Gender equality in research results should be considered in all research, but given the current political conditions in Afghanistan, the presence of female students and employees in most departments is not possible, but because these schools also teach primary courses, teachers remain in their duties for primary courses. According to the findings of this study, among the respondents by gender, 266 (88.7%) of the respondents in this study were men, and only 34 (11.3%) of the respondents in this study were women. Among them, 20 students and 14 teachers in the sample population of this study were women.

*Table 6: Gender and Duty Crosstabulation*

| Gender * Duty Crosstabulation | | Duty | | | Total |
|---|---|---|---|---|---|
| | | Teacher | Student | Administrator | |
| Gender | Male | 86 | 130 | 50 | 266 |
| | Female | 14 | 20 | 0 | 34 |
| Total | | 100 | 150 | 50 | 300 |

## 4.2.3 Civil Status

Civil status is one of the characteristics of individuals that affects the extent to which they perform. According to the results of this study, 211 (70.3%) respondents were single, and 89 (29.7%) respondents were married.

*Table 7: Civil Status*

| Civil Status | | | | |
|---|---|---|---|---|
| | Frequency | Percent | Valid Percent | Cumulative Percent |

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Single | 211 | 70.3 | 70.3 | 70.3 |
| | Married | 89 | 29.7 | 29.7 | 100.0 |
| | Total | 300 | 100.0 | 100.0 | |

## 4.2.4 Age

Age is one of the personal characteristics of an individual that affects their decision-making. In this study, we have divided the age questionnaire of the respondents into four categories, and the results are arranged accordingly. According to the results of this study, 150 (50%) respondents were under 20 years old, 61 (20.3%) respondents were between 20-35 years old, 50 (16.7%) respondents were between 26-35 years old, and 39 (13%) respondents were between 36-50 years old. Most of the respondents in this study were under 20 years old, which is because about 50% of the respondents in this study are school students.

*Table 8: Age*

| Age | | | | | |
|---|---|---|---|---|---|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Less than 20 Years | 150 | 50.0 | 50.0 | 50.0 |
| | 20-35 Years | 61 | 20.3 | 20.3 | 70.3 |
| | 26-35 Years | 50 | 16.7 | 16.7 | 87.0 |
| | 36-50 Years | 39 | 13.0 | 13.0 | 100.0 |
| | Total | 300 | 100.0 | 100.0 | |

## 4.2.5 Education

A person's educational level is a set of issues that can affect how a person views a subject. In this study, we divided the respondents' educational level into three categories, and we added high school because we asked students for their opinions. According to the results of this study, 150 (50%) respondents are high school students, 142 (47.3%) have a bachelor's degree, and 8 (2.7%) respondents have a master's degree.

*Table 9: Education*

| Education | | | | | |
|---|---|---|---|---|---|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | High School | 150 | 50.0 | 50.0 | 50.0 |
| | Bachelor | 142 | 47.3 | 47.3 | 97.3 |
| | Master | 8 | 2.7 | 2.7 | 100.0 |

| | | Total | 300 | 100.0 | 100.0 | |
|---|---|---|---|---|---|---|

### 4.2.6 Experience

A person's work experience is an important factor in the efficiency and performance of an individual and has a great impact on an individual's decision-making. In this study, we asked about the experience of the respondents. According to the results of this study, 150 (50%) respondents had no experience, 85 (28.3%) respondents had less than 5 years of experience, 34 (11.3%) respondents had between 6-10 years of experience, and 31 (10.3%) respondents had between 11-20 years of experience. 50% of the respondents in this study had no experience, which was because they were students.

*Table 10: Experience*

| | | Experience | | | |
|---|---|---|---|---|---|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | No experience | 150 | 50.0 | 50.0 | 50.0 |
| | Less than 5 Years | 85 | 28.3 | 28.3 | 78.3 |
| | 6 to 10 Years | 34 | 11.3 | 11.3 | 89.7 |
| | 11 to 20 Years | 31 | 10.3 | 10.3 | 100.0 |
| | Total | 300 | 100.0 | 100.0 | |

## 4.3 Descriptive Analysis of Research Questions

In this research, a total of 23 questions were incorporated into the questionnaire to explore the elements influencing the performance of teachers in the schools located in Kohistan District, Kapisa Province. This section will provide a detailed analysis of each question presented in the research questionnaire.

### 4.3.1 Good Behavior and Ethics of Teachers Towards Students

The ethical conduct and behavior of teachers towards their students are paramount in the educational environment. A positive classroom atmosphere fosters secure relationships between educators and learners. In this study, we posed a question regarding this matter, and the findings revealed a score of 2.98 out of 5, suggesting that teachers generally exhibit commendable ethics and behavior. This, in turn, facilitates constructive interactions between teachers and students, thereby enhancing overall teacher performance within the school.

*Table 11: Good behavior and ethics of teachers towards students*

| Descriptive Statistics | | | | | |
|---|---|---|---|---|---|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| Teachers treat students with good manners and behavior in the classroom. | 300 | 1.00 | 5.00 | 2.9833 | 1.38424 |
| Valid N (listwise) | 300 | | | | |

### 4.3.2 Teachers' discipline in the classroom

Classroom discipline and organization are critical components in the effective delivery of the curriculum. In our research, we inquired about this aspect, and the results yielded a score of 3.03 out of 5, indicating that teachers maintain a structured environment in the classroom. This organization is a beneficial factor that contributes to improved teacher performance in the educational setting.

*Table 12: Teachers' discipline in the classroom*

| Descriptive Statistics | | | | | |
|---|---|---|---|---|---|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| Teachers are organized and tidy in the classroom. | 300 | 1.00 | 5.00 | 3.0300 | 1.39124 |
| Valid N (listwise) | 300 | | | | |

### 4.3.3 Matching the teacher's field of study with the course content

In many Afghan schools, a shortage of qualified teachers often necessitates that educators instruct subjects outside their areas of expertise, in addition to their primary subjects. This situation can adversely affect teachers' performance. Our study addressed this issue, and the results indicated a score of 2.95 out of 5, reflecting the alignment of subject matter with the teachers' fields of study in the schools examined.

*Table 13: Matching the teacher's field of study with the course content*

| Descriptive Statistics | | | | | |
|---|---|---|---|---|---|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| Our teacher's field of study is consistent with the subject he teaches. | 300 | 1.00 | 5.00 | 2.9533 | 1.41344 |

| | | | | | |
|---|---|---|---|---|---|
| Valid N (listwise) | 300 | | | | |

### 4.3.4 Compliance with Class Rules

Classroom regulations represent a fundamental aspect of effective class organization within educational institutions. Their proper enforcement contributes significantly to enhanced learning outcomes and the efficient management of lessons. This study posed a question regarding this matter, yielding a score of 2.98 out of 5, which reflects a satisfactory adherence to classroom rules. This compliance is crucial for fostering positive teacher performance within the school environment.

*Table 14: Compliance with Class Rules*

| Descriptive Statistics | | | | | |
|---|---|---|---|---|---|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| Adherence to class principles is one of the basic points of our teacher. | 300 | 1.00 | 5.00 | 2.9867 | 1.42827 |
| Valid N (listwise) | 300 | | | | |

### 4.3.5 Teacher's Future Vision

The educational institution serves as a reflection of the future aspirations of its students, playing a pivotal role in shaping their outlook. In this study, a question was posed concerning this topic, and the responses resulted in a score of 2.9 out of 5. This indicates that educators are successful in cultivating a constructive vision for their students' futures, which positively influences overall teacher effectiveness.

*Table 15: Teacher's Future Vision*

| Descriptive Statistics | | | | | |
|---|---|---|---|---|---|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| Our teacher always shows us a positive vision for the future. | 300 | 1.00 | 5.00 | 2.9067 | 1.42527 |
| Valid N (listwise) | 300 | | | | |

### 4.3.6 Teacher Punctuality

Timeliness is a fundamental principle of classroom management that educators must prioritize. In this study, a question was directed at this aspect, with respondents providing a score of 2.89 out of 5. This score suggests that teachers generally demonstrate punctuality in their classroom attendance.

*Table 16: Teacher Punctuality*

| Descriptive Statistics | | | | | |
| --- | --- | --- | --- | --- | --- |
| | N | Minimum | Maximum | Mean | Std. Deviation |
| Punctuality is a principle for our teacher. | 300 | 1.00 | 5.00 | 2.8967 | 1.45363 |
| Valid N (listwise) | 300 | | | | |

### 4.3.7 Teacher Collaboration for Student Learning

This research investigated the extent of teachers' collaboration with students outside of regular school hours. The participants rated this aspect with a score of 3.05 out of 5, reflecting a level of student satisfaction regarding the teachers' collaborative efforts in the classroom aimed at enhancing their learning experience.

*Table 17: Teacher Collaboration for Student Learning*

| Descriptive Statistics | | | | | |
| --- | --- | --- | --- | --- | --- |
| | N | Minimum | Maximum | Mean | Std. Deviation |
| If we do not learn the lesson, the teacher will cooperate with us after class. | 300 | 1.00 | 5.00 | 3.0533 | 1.41084 |
| Valid N (listwise) | 300 | | | | |

### 4.3.8 Teachers' Heavy Workload

In Afghanistan, numerous schools are challenged by a significant workload stemming from a lack of teachers and specialists. Consequently, the respondents assigned a score of 2.94 out of 5 to this issue.

*Table 18: Teachers' Heavy Workload*

| Descriptive Statistics | | | | | |
| --- | --- | --- | --- | --- | --- |
| | N | Minimum | Maximum | Mean | Std. Deviation |
| The number of classes given to teachers is more than their capacity. | 300 | 1.00 | 5.00 | 2.9467 | 1.38210 |
| Valid N (listwise) | 300 | | | | |

### 4.3.9 Teachers' Dual Working Hours

Owing to the substantial workload faced by educators in certain schools, many teachers are required to work in two shifts. This prompted a question in the study, to which respondents provided a score of 3.10 out of 5, indicating the prevalence of high workloads among teachers in these institutions.

*Table 19: Teachers' Dual Working Hours*

| Descriptive Statistics | | | | | |
|---|---|---|---|---|---|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| Most teachers work in two shifts and do not have much rest during the day. | 300 | 1.00 | 5.00 | 3.1067 | 1.40304 |
| Valid N (listwise) | 300 | | | | |

### 4.3.10 Execution of Class Time Allocation by High School Administration

The effective execution of class time allocation is a responsibility of high school management, which is essential for efficient classroom management. In this study, a question was posed regarding this matter, and respondents rated it with a score of 2.99 out of 5. These findings suggest that both teachers and high school administration are engaged in effective classroom management practices.

*Table 20: Execution of Class Time Allocation by High School Administration*

| Descriptive Statistics | | | | | |
|---|---|---|---|---|---|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| The division of class hours is properly implemented by the high school administration. | 300 | 1.00 | 5.00 | 2.9967 | 1.38675 |
| Valid N (listwise) | 300 | | | | |

### 4.3.11 The oversight of high school administration regarding the execution of the curriculum by teachers

In this research, a question was posed concerning this matter, to which respondents assigned a score of 3.09 out of 5. This indicates that the high school administration actively oversees the curriculum implementation in the schools examined in this study.

| Descriptive Statistics | | | | | |
|---|---|---|---|---|---|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| The high school administration monitors the implementation of the curriculum by teachers in the classroom. | 300 | 1.00 | 5.00 | 3.0933 | 1.46004 |
| Valid N (listwise) | 300 | | | | |

## 4.3.12 The organization of regular assessment programs by the high school administration for teacher evaluation

In this research, a question was raised about this topic, and respondents provided a score of 3.07 out of 5. Consequently, the administration in the schools involved in this study conducts periodic evaluations to assess teachers.

*Table 22: teacher evaluation*

| Descriptive Statistics | | | | | |
|---|---|---|---|---|---|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| The high school administration organizes programs to evaluate teachers periodically every two months. | 300 | 1.00 | 5.00 | 3.0700 | 1.46934 |
| Valid N (listwise) | 300 | | | | |

## 4.3.13 The availability of a laboratory within the school

A science laboratory is essential for conducting practical experiments in science subjects, significantly contributing to student learning. In this study, a question was asked regarding this, and respondents rated it with a score of 2.9 out of 5, suggesting that science laboratories are present in these schools.

*Table 23: The availability of a laboratory within the school*

| Descriptive Statistics | | | | | |
|---|---|---|---|---|---|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| There is a laboratory section for science subjects in the high school. | 300 | 1.00 | 5.00 | 2.9267 | 1.42175 |
| Valid N (listwise) | 300 | | | | |

### 4.3.14 The presence of a computer lab in a school

In addition to the science laboratory, a computer lab is necessary for practical work in computer-related subjects. In this study, a question was posed about this, and respondents assigned a score of 2.91 out of 5, indicating that a computer lab exists in these schools.

*Table 24: The presence of a computer lab in a school*

| Descriptive Statistics | | | | | |
|---|---|---|---|---|---|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| There is a computer lab for practical work on computer subjects in the high school. | 300 | 1.00 | 5.00 | 2.9167 | 1.35493 |
| Valid N (listwise) | 300 | | | | |

### 4.3.15 Organizing classes and equipment regularly in high schools

The mere presence of classes and associated regulations is insufficient; there must also be systematic initiatives for their organization within the school, typically overseen by the high school administration. In this research, a question was posed regarding this matter, and the respondents assigned a score of 3.01 out of 5, suggesting that there are indeed programs in place for the organization of classes and their resources. This organization can positively influence the performance of teachers within these institutions.

*Table 25: Organizing classes and equipment regularly in high schools*

| Descriptive Statistics | | | | | |
|---|---|---|---|---|---|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| Classrooms and equipment are organized regularly. | 300 | 1.00 | 5.00 | 3.0100 | 1.45498 |
| Valid N (listwise) | 300 | | | | |

### 4.3.16 High school organization of competitive events for students

Competitive events in schools serve as a mechanism to assess and motivate students to enhance their academic performance. In this study, a question was raised concerning this topic, and the respondents provided a score of 3.02 out of 5. This indicates that schools are actively organizing competitive programs aimed at fostering student learning and motivation.

*Table 26: High school organization of competitive events for students*

| Descriptive Statistics | | | | | |
|---|---|---|---|---|---|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| Competitive competitions are organized by the high school for students. | 300 | 1.00 | 5.00 | 3.0200 | 1.38540 |
| Valid N (listwise) | 300 | | | | |

## 4.3.17 Implementation of incentive programs for teachers and students

Beyond competitive initiatives, the establishment of incentive programs, such as the distribution of awards and certificates of appreciation, plays a crucial role in boosting students' enthusiasm and their connection to learning and the school environment. Accordingly, a question was posed regarding this aspect, and the respondents rated it at 2.9 out of 5. This score reflects the presence of incentive programs within these educational institutions.

*Table 27: Implementation of incentive programs for teachers and students*

| Descriptive Statistics | | | | | |
|---|---|---|---|---|---|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| Incentive programs are organized for teachers and students at the end of each semester. | 300 | 1.00 | 5.00 | 2.9033 | 1.49268 |
| Valid N (listwise) | 300 | | | | |

## 4.3.18 The existence of mutual respect between administrative staff and high school teachers

The presence of mutual respect between administrative personnel and high school educators is crucial. The interaction and positive rapport between these groups enhance the effectiveness of school management. In this research, participants were asked about this matter, and they assigned a score of 3 out of 5, suggesting that mutual respect exists among the administrative staff and teachers in the high schools examined.

*Table 28: mutual respect between administrative staff and high school teachers*

| Descriptive Statistics | | | | | |
|---|---|---|---|---|---|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| There is mutual respect between the administrative staff and teachers in the high school. | 300 | 1.00 | 5.00 | 3.0067 | 1.42127 |
| Valid N (listwise) | 300 | | | | |

## 4.3.19 Student enthusiasm and motivation

Student enthusiasm and motivation play a significant role in enhancing academic performance. In this study, a question was posed regarding this aspect, and respondents rated it at 3 out of 5, indicating a level of enthusiasm and motivation among students in the schools involved in the research.

*Table 29: Student enthusiasm and motivation*

| Descriptive Statistics | | | | | |
|---|---|---|---|---|---|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| Students are highly motivated and eager to learn. | 300 | 1.00 | 5.00 | 3.0567 | 1.43305 |
| Valid N (listwise) | 300 | | | | |

## 4.3.20  Student activity in home workshops and trade union activities

The engagement of students in homework and extracurricular activities reflects their enthusiasm and motivation for learning. In this study, a question was raised about this topic, and respondents provided a score of 3.1 out of 5, demonstrating students' dedication to both homework and club activities in the schools analyzed.

*Table 30: Student activity in home workshops and trade union activities*

| Descriptive Statistics | | | | | |
|---|---|---|---|---|---|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| Students are active in homework and class activities. | 300 | 1.00 | 5.00 | 3.1033 | 1.42340 |
| Valid N (listwise) | 300 | | | | |

### 4.3.21 Student attendance in class

Regarding student attendance, a question was included in this study to assess classroom presence, with respondents giving it a score of 3 out of 5. This rating indicates an average level of student attendance in the classes observed.

*Table 31: Student attendance in class*

| Descriptive Statistics | | | | | |
|---|---|---|---|---|---|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| Students are present for their lessons. | 300 | 1.00 | 5.00 | 3.0300 | 1.41980 |
| Valid N (listwise) | 300 | | | | |

### 4.3.22 Parental Literacy of Students

The home environment serves as an additional educational setting for students, and the literacy of parents can significantly influence their children's learning outcomes. In this research, participants were asked to evaluate this aspect, resulting in an average score of 2.9 out of 5.

*Table 32: Parental Literacy of Students*

| Descriptive Statistics | | | | | |
|---|---|---|---|---|---|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| Most of the students have literate parents. | 300 | 1.00 | 5.00 | 2.9067 | 1.41821 |
| Valid N (listwise) | 300 | | | | |

### 4.3.23 Connection Between Parents and High School Administration

The interaction between the school and students' parents is a crucial factor in enhancing student learning. This connection can provide insights into the behavioral and ethical attributes of students, which may positively affect their academic performance. In this study, we inquired about the nature of the relationship between parents and the high school administration, with respondents assigning a score of 3 out of 5, reflecting a moderately positive relationship.

*Table 33: Connection Between Parents and High School Administration*

| Descriptive Statistics | | | | | |
|---|---|---|---|---|---|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| Parents of students are in contact with the school administration and ask about their children's lessons. | 300 | 1.00 | 5.00 | 3.0167 | 1.39147 |
| Valid N (listwise) | 300 | | | | |

Overall, the average scores from the respondents regarding all inquiries indicated a moderate level of satisfaction, highlighting the need for schools to implement consistent and foundational programs aimed at improving teacher effectiveness.

## 4.4 Inferential study of research findings

In this study, a questionnaire was used to collect information from the field method. This questionnaire contains 23 questions about the factors affecting the performance of high school teachers. In this study, the factors affecting the performance of high school teachers are divided into three categories: teacher factor, school factor and student and environment factors. For each of these factors, questions have been raised, and the findings will be discussed in the following.

### 4.4.1 Review of research questions

In this study, in order to examine the subject of the research, we had raised questions based on the objectives of the research, and by answering these questions about the subject, the basic results of the research can be achieved.

1. What are the factors that affect the performance of high school teachers in public sector schools in Afghanistan, specifically in the Kohistan District of Kapisa Province?
2. How do these factors affect the performance of high school teachers in public sector schools in Afghanistan, specifically in the Kohistan District of Kapisa Province?
3. What strategies can be developed to improve the performance of high school teachers in public sector schools in Afghanistan, specifically in the Kohistan District of Kapisa Province?

Therefore, the following research questions will be examined.

## 1st Research Question:

**What are the factors that affect the performance of high school teachers in public sector schools in Afghanistan, specifically in the Kohistan District of Kapisa Province?**

Based on the findings of this research, which we obtained through a research questionnaire, the main factors that have been effective in increasing the performance of teachers in the schools under study in this research in the schools of Kohistan District in Kapisa Province include: teacher factors, school factors, student factors, and environmental factors. Each of these factors has an effect on teacher performance.

**Teacher Factor**

The role of a teacher is crucial in improving the performance of a school, as teachers are not only responsible for teaching the content of the curriculum, but also play a key role in creating a suitable learning environment, developing the personality of students, and managing the classroom. There are various factors that can affect teacher effectiveness and, consequently, the overall performance of a school, including: teacher characteristics and characteristics, teacher teaching methods, teacher motivation and positive performance, and teacher workload. This study raises questions about factors related to teachers that can affect school performance.

*Table 34: Teacher factor analysis*

| Descriptive Statistics | | | | | |
|---|---|---|---|---|---|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| Teacher Factors | 300 | 1.67 | 4.22 | 2.9848 | .47487 |
| Valid N (listwise) | 300 | | | | |

Based on the findings of this study in the table above, the teacher factor has obtained an average score of (2.98) out of 5, which means that the factors related to the role of teachers in these schools were at a desirable level and were able to have an impact on the positive performance of the schools under study in Kohistan district.

**School Factor**

Schools, as an educational institution, play a key role in increasing teacher performance. The role of schools can be divided into three categories: the role of school leadership, the role of school resources and authorities, and the role of school culture. Schools can play a significant role in teacher performance by adopting positive approaches to school leadership, facilitating resources and access to resources and authorities for teachers' professional development, and also creating cultural and incentive programs that can have a positive impact on teacher performance.

In this study, we have posed questions about the role of schools based on the three basic roles of leadership, access to resources, and school culture, and we have asked the respondents' opinions on this matter. Based on the results obtained, we can state that the questions related to the role of school-related factors in improving teacher performance have obtained an average score of (2.99) out of 5. This means that school-related factors

in Kohistan district schools have been effective on teacher performance in these areas and have been able to have a positive impact on it.

*Table 35: School Factor Analysis*

| Descriptive Statistics | | | | | |
|---|---|---|---|---|---|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| School Factors | 300 | 1.56 | 4.22 | 2.9937 | .49038 |
| Valid N (listwise) | 300 | | | | |

## Student and Environmental Factors

The environment and students are factors that can separately or jointly affect the performance of teachers in the schools under study. There should be a synergistic space between the environment and students in schools so that they simultaneously affect the performance of teachers. The moral and behavioral characteristics of students, the home environment, and parental support for student education can have a significant impact on the positive performance of teachers and increase the level of student learning in schools and can be mentioned as a fundamental characteristic in increasing the productivity and learning of students in school.

In this study, we have raised questions about the effectiveness of environmental factors and student-related factors on teacher performance, which in this study, based on the opinions of the respondents, has obtained a score of (3.02) out of 5, which means that in the schools under study in this study, environmental factors and student-related factors play a significant role in the performance of teachers in these schools.

*Table 36: Student and Environmental Factors Analysis*

| Descriptive Statistics | | | | | |
|---|---|---|---|---|---|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| Student and environment factors | 300 | 1.40 | 4.80 | 3.0227 | .60213 |
| Valid N (listwise) | 300 | | | | |

Based on the findings of this study, using research questionnaires, we can state that all the factors considered have had a positive impact on the performance of teachers in the schools under study in Kohistan District.

## 2<sup>nd</sup> research Question:

**How do these factors affect the performance of high school teachers in public sector schools in Afghanistan, specifically in the Kohistan District of Kapisa Province?**

To investigate this issue, we have used the interview method with teachers and school management staff. Based on the results of these interviews, the best methods for implementing factors affecting teacher performance are related to reducing obstacles and problems in the implementation of these programs. Accordingly, this study first examines the importance and effectiveness of these factors on teacher performance, and then examines the greatest obstacles to improving the positive performance of teachers in schools.

Various factors affect teacher performance in schools, and in this study, we have divided all factors into three categories (teacher factors, school factors and student and environmental factors). Each of these factors can have significant effects on teacher performance in schools.

Teacher factors. These factors include skills and experience, as well as teacher motivation and attitudes. It is of great importance what teachers' teaching experience and skills are like. They usually are better able to manage the classroom, convey complex material and adapt to the different needs of the students. Various studies show that more experienced teachers are more successful in recognizing students' educational needs and also using more effective teaching methods (Darling-Hammond, 2000). Less experienced teachers may struggle in maintaining the classroom or with complex teaching problems and this may impact on the quality of their teaching. It has been shown that more experienced teachers tend to be more able to use more effective teaching methods which in turn lead to deeper and better student learning. Darling-Hammond concluded in a 2000 study that teachers with more experience and expertise are better at noticing and meeting the individual differences of students.

In the interview conducted regarding the factors related to teachers, the most specific factors were stated by the interviewees as teacher motivation, subject knowledge, and teaching skills, which, along with other factors, can be effective in increasing the performance of teachers in the high schools under study.

Teacher skill and experience is the other factor that influences teacher performance but apart from that teacher attitude and motivation also play an important role in teacher performance. It strongly influences teachers' performance and their attitudes towards teaching and students. Teachers' intrinsic and extrinsic motivations are explained by the Self-Determination Theory (SDT) proposed by Ryan and Deci (2000) and it explains how teachers approach students and educational activities. Teachers with high intrinsic motivation tend to be more focused on giving better teaching and supporting students for personal growth. The more passionate the teacher is about his or her job, the more engaged in the teaching process and more innovative and engaging the teaching methods. According to Ryan and Deci (2000) a teacher's positive attitude towards students can help to improve teacher student communication and interactions. Teachers who are highly motivated will improve themselves and learn new techniques in teaching and they will do better. Teachers are very important in the professional training. This kind of training can make teachers to be aware of the latest teaching methods and the educational technologies and can enhance their skills in different areas. Teachers are always trained and hence they are able to teach better, they can use up to date educational resources and they can adjust the teaching methods according to the specific needs of the students. According to various studies, teachers who are always trained in professional development programs are more efficient in teaching (Borman & Dowling, 2008). Teachers can also adapt to new educational challenges because of their professional training.

Factors at high school. What they include are teaching, school resources, administrative support and school structure. High school-related factors, in addition to teacher factors, also affect teacher performance. School structure and the level of administrative support for teachers have a significant impact on their performance. Schools with supportive principals and effective organizational systems tend to provide an environment in which teachers are able to teach at their best. Conversely, if teachers feel that they are not receiving enough administrative support or are under too much pressure, their performance may suffer. Research has shown that principal support for teachers, especially in the areas of training, assessment, and professional development, can improve teacher performance (Hargreaves, 2003).

In the interview conducted regarding the factors related to high schools, the most specific factors were stated by the interviewees as school leadership, resource and

professional development availability, which have the greatest impact on the performance of teachers in the schools under study.

In addition to school structure and support, access to educational resources, appropriate facilities, and strong curricula can have a significant impact on the quality of teaching. Teachers in schools with limited resources may not be able to use optimal teaching methods or face challenges in delivering course content. On the other hand, schools with adequate resources can help teachers use educational technologies, teaching aids, and up-to-date resources for teaching, which will improve the quality of education (Borman & Dowling, 2008).

Student-related factors. Given that students are an important part of the high school as the main learners and the main goal of high school education, the building can also act as a factor determining the strength of teachers' performance. Student-related factors in this study include two general categories: students' personal and social characteristics and characteristics, and students' interactions with teachers. Students' individual characteristics, such as intelligence, social skills, and learning styles, can affect their interactions with teachers and the quality of learning. For example, students with higher social skills are usually able to establish better relationships with teachers and, as a result, have a more effective learning process. Also, students who are intrinsically motivated to learn have better academic performance. Zimmerman (2000) has pointed out in his research the role of motivation and self-regulation in student learning. Also, studies show that students with diverse learning styles require different teaching methods, which becomes a challenge for teachers (Zimmerman, 2000).

In the interview conducted regarding the factors related to students, student discipline, student engagement, and parental support factors at play were identified as the most specific factors.

In addition to the individual characteristics of students, the existence of relationships between students and teachers affects teacher performance. The quality of interactions between students and teachers has a great impact on the teaching-learning process. Teachers who are able to establish positive and constructive relationships with their students usually have happier classes in which students are more motivated to learn. Also, teacher feedback to students can have a great impact on their academic progress. These types of interactions can include encouragement, attention to individual student

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needs, and providing constructive feedback. Gay (2010) in his book on Culturally Responsive Teaching suggests that teachers should increase their cultural awareness and adjust their teaching methods based on the cultural needs of students. In such environments, teachers will be able to establish more positive relationships with students and improve the quality of learning. Environmental factors. Classroom environmental factors, both physical and social, and cultural, also affect teacher performance. The physical environment of the classroom, including seating arrangements, lighting, ventilation, and access to educational equipment, can have a significant impact on teaching effectiveness. Teachers in organized and comfortable classrooms are usually able to maintain order and convey content better. Also, a bright and appropriate learning environment can help students and teachers focus more, which in turn improves the quality of teaching (Barrett et al., 2015).

The social and cultural environment of the community in which the school is located also affects teacher performance. Teachers in diverse social and cultural environments may need different teaching methods to respond to the specific needs of students. For example, teachers in schools with a culturally diverse student population may need to learn and apply specific strategies to manage cultural and linguistic differences in the classroom (Gay, 2010).

Considering the cases mentioned, each of the factors (teacher factors, school factors and student and environmental factors) can affect teacher performance in the schools under study in Kohistan district, Kapisa province, but nevertheless, the level of effectiveness of each factor is at an average level, which indicates the existence of obstacles to its practical and comprehensive implementation. Accordingly, we will continue to examine the obstacles that can affect teacher performance in the schools under study.

In the interview conducted with experts, the impact of these factors on the performance of teachers was stated as follows: in the presence of poor resources, lack of training, and the absence of strong leadership and support systems, it is very difficult to achieve the performance of teachers. Therefore, by emphasizing factors related to teachers, students, and the organization (high school), these obstacles can be removed and the performance of teachers in the research high schools can be increased.

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Also, in the interview conducted with experts, the strategies that are necessary to strengthen the performance of teachers in schools include: investing in teacher training, creating modern and better facilities, and creating incentive programs among teachers can be considered as effective strategies to increase the performance of teachers in the schools under study.

## 4.5 Barriers to Teacher Performance in Afghanistan

One of the biggest challenges for education in Afghanistan is the existence of many barriers and challenges in the path of education in this country. Barriers to teacher performance in Afghanistan, as in many developing countries, are due to a set of economic, social, cultural, and educational challenges related to the country's situation and its education system. The effects of these barriers can be serious on teaching and learning quality. The most important barriers to teacher performance in Afghanistan will be addressed in this section.

In general, the main obstacles to improve teacher performance in Afghan schools in general and in Kohistan District in particular are lack of educational and physical resources, lack of professional training and development courses for teachers, economic problems and teachers' rights, cultural and social challenges, security and political problems and weaknesses in the system of evaluation and feedback for teachers and schools. Below we will examine and explain in detail each of these issues.

### 4.5.1 Lack of Educational and Physical Resources

The shortage of educational resources and equipment may lower quality of teaching and hinder teachers from teaching in a timely and interesting manner to the students (Hennessy et al., 2007). The provision of educational resources such as textbooks, handouts and teaching aids has a great bearing on the quality of teaching. If these resources are not available to teachers, then teachers would not be able to teach effectively hence poor teaching quality. According to Ahmad and Zia (2017), many schools (60% of schools) in Afghanistan lack appropriate and up to date textbooks to enable teachers to deliver full educational content. The shortage of teachers, in addition to having an effect on the quality of teaching, also lowers teacher motivation (Sayed & Lauglo, 2020). Another one of the most important barriers to teacher performance in Afghanistan is the absence of educational resources and physical facilities. Some schools in Afghanistan do not have basic equipment like textbooks, teaching aids, teaching aids

and modern technology. These deficiencies hinder teachers to provide effective and engaging teaching.

Schools have inadequate space and equipment in many areas which presents a major challenge to creating a conducive learning environment. It is most evident in remote and rural areas. Because of the absence of these resources, teachers resort to the use of traditional and limited teaching methods which consequently affects the quality of education. Lack of adequate learning spaces and physical equipment (blackboards, teaching aids and sanitation facilities) is also a major problem in many Afghan schools. Classes are crowded in many schools; teachers cannot pay enough attention to every student. A UNICEF report (2019) states that 42% of schools in remote areas of Afghanistan lacked adequate physical facilities for teaching which has reduced the effectiveness of education and has brought great difficulties to teachers and students. Other schools do not have proper heating or cooling systems which makes it difficult for teachers and students to learn, thus indirectly affecting the quality of education (Tariq, 2021).

Lack of educational and physical resources in Afghanistan directly and indirectly influences the quality of teaching and teacher performance. This needs to be improved with more investment in the provision of up-to-date educational resources as well as improved physical infrastructure of schools.

## 4.5.2 Lack of Teacher Training and Professional Development

One of the major obstacles of improvement of teacher performance in Afghanistan is the lack of teacher training and professional development. Although attempts are being made to enhance the quality of education, most teachers in the country are deprived of such training and professional development programs, appropriate for their needs. The quality of teaching, teacher motivation and effectiveness are negatively affected. Lack of access to appropriate training programs, lack of support resources, lack of professional development opportunities can be cited as the lack of professional training and development.

Continuous professional development and teacher skills development have a huge role to play in the quality of teaching and learning. Teachers in Afghanistan do not have such opportunities which directly impacts teacher performance (Borko, 2004). Teachers in Afghanistan tend not to be able to access adequate professional development and

training. In Afghanistan, most teachers do not have access to continuous professional development (in service training). Sayed (2018) also points out that 45 % of Afghan teachers are unable to update their skills and use new teaching methods because there are no effective resources and institutions of education (Sayed, 2018). There are no or very limited continuous professional development courses and workshops for teachers in many regions. Teachers have no access to up-to-date courses and continuous training depriving them of learning new skills and applying new methods of teaching. As a result, many teachers are unable to keep pace with the changing and improving education and their teaching methods are naturally outdated and ineffective.

Also, there is a lack of management support and professional institutions to help teachers. Continuous and specialized training programs are not available to teachers which makes them unable to develop their professional skills and to update the curriculum content and teaching skills (Bashir, 2019). In a study, Bashir (2019) states that 30 percent of teachers in Afghanistan participate in professional programs regularly which in turn reduces the quality of education and the level of teacher job satisfaction.

In many regions of Afghanistan, teachers have no access to professional development. This is especially pronounced in remote and rural areas where professional training is hard to come by (UNESCO, 2020). According to UNESCO (2020) teachers in the rural areas do not have the training facilities and access to professional courses which lowers the quality of their teaching and their motivation to work.

### 4.5.3 Economic Problems and Teachers' Rights

One of the main obstacles for improving performance of teachers in Afghanistan is the economic problems and teachers' rights. In fact, teachers, who are central to the teaching learning process, are confronted with a number of challenges arising from difficult economic conditions and low salaries which have negative consequences on their teaching quality and their job motivation. Low salaries, job insecurity and low motivation of teachers cause their economic problems which result in a decrease in the quality of teaching.

Afghanistan's teachers' salaries are usually very low, especially in areas where the economic situation is particularly bad. The situation of many teachers in different regions of Afghanistan is that they are not in a position to meet their everyday needs and this situation badly affects the quality of teaching. Bashir and Sayed (2020) research

found that 65 percent of teachers in Afghanistan believe that their salaries are not enough at all to meet their living expenses which makes them less committed and efficient (Bashir & Sayed, 2020). Low salaries not only reduce the motivation of teachers, but also prevent them from using educational resources properly or joining specialized training courses. Salaries and bonuses are paid to teachers so that they are motivated and produce higher quality teaching. This is especially true in Afghanistan where poor financial situation exists (Ryan & Deci, 2000).

Moreover, teachers' economic difficulties increase psychological pressure on them which may also influence bad quality of teaching and relations between teachers and students.

The poor and unstable economic conditions in Afghanistan do not allow teachers to make a living and to be fully devoted to teaching, hence they take up other jobs. In fact, this problem is even worse in remote and rural areas where access to educational services and job opportunities of teachers are very limited. A 2019 UNICEF report states that teachers working in rural areas are more likely to resign from their jobs because of economic hardship and lack of facilities (UNICEF, 2019).

Furthermore, job insecurity and economic issues, for instance salary fluctuations and no governmental financial support, have been another factor that decreases teacher motivation. Teachers in Afghanistan often lack job security which diminishes motivation to improve on their teaching skills and to keep on with their professional activities. In a study by Rashid & Khan (2021), over 50 percent of Afghan teachers reported that job insecurity and low salary are reasons why many of them have had to look for other jobs or migrate (Rashid & Khan, 2021).

Teachers who suffer economically are not only suffering financially but the quality of their teaching also suffers. Economic pressures also force many teachers to take on second jobs which means they have less time and energy for lesson preparation and effective teaching (UNESCO, 2020). Teachers with low incomes and economic difficulties cannot afford to purchase suitable teaching resources and materials which in turn reduces the quality of education (UNESCO 2020).

### 4.5.4 Cultural and Social Challenges

Education and awareness of cultural differences can help improve teacher–student relations and prevent problems due to cultural differences. Teacher performance

could be greatly influenced by cultural and social challenges (Gay, 2010). High ethnic and cultural diversity of Afghanistan can influence relationships between teachers and students: there can be cultural and ethnic differences. Teachers may have problems in communicating with students from other ethnic groups or in certain social situations. Another challenge to teachers' performance in Afghanistan is the psychological challenges and social pressures that many teachers in Afghanistan face. A country like Afghanistan is ethnically and culturally diverse and in so far as this diversity can have negative impact on the teaching and learning process. Problems are created in teaching and learning due to cultural and linguistic differences between teachers and students in many regions of Afghanistan. Teachers may also not have a full understanding of the cultural and social needs of students, thus decreasing teaching effectiveness and quality of education (Ghani & Mujtaba, 2019). Ghani & Mujtaba (2019) state that, when teachers teach in areas where students speak a different language and have a different culture, teachers cannot communicate effectively with the students which results in low motivation and attention from students. Teachers in some areas of Afghanistan have less social respect which is a negative factor in their work motivation. Other families may place less emphasis on teacher education and hence less support for them.

This social indifference can discourage teachers from performing their duties and reduce the quality of education. Tariq (2021) points out in a study that in some areas, the role of teachers in society is weak, which affects their morale (Tariq, 2021). Psychological stress resulting from family, economic, and social problems can affect teachers' ability to focus on teaching and interact positively with students. Especially in areas with high unemployment and poverty rates, teachers may face significant psychological stress that affects their professional performance. Psychological and social stress can seriously affect teachers' interactions with students and the quality of teaching (Pianta, 1999).

Another major challenge is the social constraints that particularly affect female teachers in Afghanistan. In some areas, traditional cultures and gender roles may prevent women from working in schools as teachers. Social and cultural pressures can discourage female teachers from continuing their careers, resulting in a decline in the number of female teachers. Moreover, security and social threats are affecting the morale and effectiveness of many female teachers (Rashid & Khan, 2021). In a study, Rashid & Khan (2021) noted that more than 40% female teachers in the remote areas of Afghanistan

cannot participate in educational settings fully because of the cultural and social threats to them.

Also, there may be cultural attitudes toward teachers' and education's role, particularly in rural areas, that inhibit teachers from engaging in positive and productive ways with students. All these social and cultural problems can be a challenge in creating conducive learning environment.

The major barrier to improve teacher performance in Afghanistan is cultural and social challenges. In order to tackle these problems, broader efforts need to be made in order to train teachers in cultural and social contexts, provide them with more social support and create safer and more inclusive educational environments.

### 4.5.5  Security and Political Issues

One of the major problems of improving teacher performance in Afghanistan is security and political issues. The quality of teaching and teacher motivation is affected by these issues, due to ongoing wars, terrorist threats and political instability which make the environment unsafe for teachers. In many areas of Afghanistan teachers face different threats and dangers that limit their capacity to fulfill their duty and interrupt the education process. The biggest security and political obstacles on teacher performance are threats of violence, disruption of educational environments by political instability, lack of job security and lack of educational infrastructure.

One of the biggest obstacles to teacher performance in war torn areas and preventing students from having equal and quality education is insecurity and political unrest (Wike & Fagan, 2008). One of the main obstacles in many regions of Afghanistan is security and political issues. In some areas, conflict and security threats prevent teachers from regularly attending schools and teaching. In addition, some extremist groups may intentionally damage schools and teachers or threaten teachers. These security problems directly affect teacher attendance in the classroom and reduce the quality of education. Even in areas where security is relatively better, teachers' anxiety and concerns about security conditions may negatively affect their effectiveness.

One of the biggest security challenges for teachers in Afghanistan is direct threats from terrorist groups and militants. Suicide attacks, bombings, and threats from extremist groups, particularly in volatile areas such as southern and eastern Afghanistan, have created an unsafe environment for teachers and students. These threats not only endanger

the safety of teachers but also cause many teachers to abandon their duties or quit their jobs (Bashir, 2020). Bashir (2020) has shown in a study that in recent years, more than 30% of teachers in war zones have been forced to leave their jobs due to security threats. It is also known that political instability is one of the main obstacles to improving teacher performance. The teaching and learning are disrupted by constant changes in governments, lack of consistent educational programs and management problems in the Afghan Ministry of Education. The teachers are under political pressure and may not be able to work in a stable environment with proper infrastructure (Rashid & Khan, 2021). Rashid & Khan (2021) studied that many teachers are unable to teach effectively because of frequent changes in education policies and lack of government support and thus frustrated.

Also, many teachers feel that the jobs are not secure enough because of security and political problems. Schools that are targeted or teachers who are threatened with violence, have their job security severely affected. Teachers are less motivated to teach and develop their professional skills because of this lack of job security (UNICEF, 2020). As reported by UNICEF (2020), in recent years large number of teachers have left their jobs or migrated to safer areas due to the security threats, resulting in the decline of quality of education.

The destruction of educational infrastructure is one direct result of security and political problems in Afghanistan. Attacks on schools and educational centers are common and many of these are destroyed. Access to education is also affected and teachers are denied access to safe and appropriate learning environments (Ghani & Mujtaba, 2019). As per a study by Ghani & Mujtaba (2019), in war torn areas of Afghanistan, more than 40 percent of teachers do not have access to appropriate educational equipment and safe learning environment.

The performance of teachers in Afghanistan is seriously affected by security and political problems which are a major obstacle to enhance the quality of education. In order to resolve these problems, the security of educational areas should be improved, as well as the infrastructure of educational institutions should be rebuilt and the Afghan governments must take more serious measures to secure the safety of teachers and the educational environment.

### 4.5.6 Weakness in the Evaluation and Feedback System

One of the biggest weaknesses of the high school evaluation and feedback system is that it does not help improve the performance of teachers. According to Wiliam and Black (1998), evaluation can be used to help teachers find out their weaknesses and strengths and enhance the quality of their teaching. The main obstacle to improving teacher performance in Afghanistan is weakness in the evaluation and feedback system. Main tools of monitoring the quality of teaching and improving teachers' professional skills are recognized as evaluation and feedback systems. This area has many problems in Afghanistan affecting the motivation and performance of the teachers. The weakness of the evaluation and feedback systems in this study is where there is no regular and effective evaluation system, no constructive feedback, no teacher participation in the evaluation process and the evaluation process is ineffective to teachers' professional development.

Teachers and students evaluation and feedback system in many schools in Afghanistan is weak. Assessment which is not adequate does not enable teachers to know how much students have progressed and what their weaknesses are so as to correct them. Also, the absence of a proper feedback system from school administrators or education authorities to teachers does not allow them to know their progress, nor take appropriate measures to improve their performance (Bashir & Sayed, 2020). In a study, Bashir & Sayed (2020) showed that 58% of Afghan teachers said that there is no transparent and regular assessment of their teaching performance. One of the major problems in the field of assessment in the Afghan education system is the lack of constructive and educational feedback in the Afghan education system. Administrators and supervisory bodies often provide feedback to teachers which is not useful and not accurate to help them improve their teaching. This in turn makes teachers less motivated to change or improve their teaching methods. Teachers who continue to teach in traditional and ineffective ways believe that no one is giving them the necessary supervision or feedback (Ghani & Mujtaba, 2019). As per Ghani & Mujtaba (2019) study results, only 32% of the teachers in Afghanistan reported that they received effective and helpful feedback from educational institutions. One more issue of the evaluation system in Afghanistan is low teachers' involvement in the evaluation process. Evaluations are often top down and teachers have no say on what indicators or criteria are used for evaluation. The lack of

participation also makes teachers think that the evaluation is not fair or it does not represent the reality of the classroom (Rashid & Khan, 2021). In a study, Rashid & Khan (2021) show that teachers in Afghanistan are involved in the assessment and feedback processes only about 45% on average which is too low and makes the teachers disappointed and demotivated.

Also, in many education systems, teacher evaluation can be used as a tool for identifying their educational and professional needs. In Afghanistan, however such evaluations rarely have any impact on the teacher's career promotion or professional development. Teachers complain that evaluation conducted has no connection with promotion in career or professional development. In this situation, teachers are not motivated to improve themselves and to continue to use old and ineffective teaching methods (Tariq, 2021). The results of Tariq (2021) show that over 60 percent of teachers in Afghanistan think that the evaluations do not impact their job status positively and there is no reward or program of teachers' career advancement based on the evaluations.

One of the major barriers to improving teacher performance in Afghanistan is weaknesses in the evaluation and feedback system. In order to solve this problem, the evaluation system should be designed regularly and effectively and teachers should be involved in the process of the evaluation. It also helps to give constructive and educational feedback to teachers and to create a link between evaluation and career development which can increase the motivation of teachers to improve the quality of teaching.

Such obstacles faced by teachers in Afghanistan need comprehensive and strategic solutions to solve these problems. It includes providing educational resources and physical facilities, providing continuous professional training, increasing salaries and benefits and dealing with cultural, social and security challenges, all of which need to be tackled at the same time. In addition to educational reforms, special attention should be paid to the status of teachers and the conditions in which they work so as to improve the performance of teachers in Afghanistan.

## 3rd Research Question:

**What strategies can be developed to improve the performance of high school teachers in public sector schools in Afghanistan, specifically in the Kohistan District of Kapisa Province?**

The method of interviewing teachers and administrative staff of the studied schools was used to investigate this issue. According to the interview results, the most important strategies for improving the performance of the teachers in schools include: developing and promoting teachers' professional skills, strengthening curricula and educational content, using educational technologies, increasing community and family support and participation, creating safe and supportive learning environments, making reforms in the evaluation and feedback system and strengthening school leadership capabilities. Each of these strategies can act independently or in combination with other strategies to improve the performance of teachers in schools in Kohistan District, Kapisa Province, and can be an appropriate method to reduce barriers and problems, as well as a method to increase the performance of teachers in these schools.

## 4.6   Strategies to improve teacher performance in Afghanistan

As we have previously stated, improving the quality of education in Afghanistan, which faces many challenges such as lack of resources, security and cultural problems, and lack of access to appropriate professional training for teachers, requires comprehensive and effective strategies. These strategies should be designed according to the specific conditions and cultural and social characteristics of Afghanistan so that they can help improve the education system and the quality of teaching. The following will discuss some strategies for improving the quality of education in Afghanistan.

### 4.6.1   Developing and Improving the Professional Skills of Teachers

The development of professional skills of teachers is one of the main solutions to improve the quality of education. One of the most important strategies to improve the performance of teachers in Afghanistan is developing and improving the professional skills of teachers. The professional skills of teachers can be strengthened in an area where there are several challenges, including lack of resources, inadequate training and weaknesses in educational management and this can have a great impact on the quality of education and students' learning. Some effective ways and approaches in developing skills of teachers are continuous training and special courses, evidence-based training, creating the environment and professional networks to work together, training in psychological and communication skills and providing teachers with the required resources and support. New teachers should always be trained on new teaching methods, using educational technology, classroom management and assessing the students. Workshops, online courses or scientific conferences can be venues for this type of

training. The quality of teaching and learning can be greatly improved by continuous training and improvement of teacher's professional skills (Darling-Hammond et al., 2009). There is a demand for large scale training courses for teachers in Afghanistan, especially in remote areas, to use new and effective teaching methods. A solution can be to train teachers, especially in the use of technology in teaching.

Continuous training and specialized courses are very important for teachers in order to strengthen their teaching skills and to develop their specialized knowledge. According to a study by Darling-Hammond et al (2017), continuous training enables teachers to be acquainted with the new teaching methods and the new methods in education (Darling-Hammond et al., 2017). Of particular importance is also the use of educational data to analyze teacher performance and to identify their strengths and weaknesses. Studies have shown that teachers who use educational assessment data to plan their teaching will improve the quality of their teaching (Harris & Sass, 2007). Moreover, professional networks can be developed and opportunities of collaboration between teachers can be created to exchange experiences and enhance teaching skills. Vescio, Ross, & Adams (2008) show in a study that teachers who work in groups and share their experiences improve more in the long term than teachers who work alone (Vescio & et al., 2008). It is important for the teachers to learn the psychological and communication skills to overcome many problems and obstacles that stand in the way of teachers' performance and to encourage active participation of students in the classroom and to communicate effectively with them. According to Pianta et al (2012), teachers with better communication skills would be able to create more positive learning environment that would help students' academic progress (Pianta et al, 2012). It is also necessary to improve teachers' access to educational and support resources in order to improve their skills. It has been demonstrated that teachers do better in the condition where there are appropriate educational resources (Ingersoll, 2001).

In general, the development and improvement of the teachers' professional skills with continued training, use of data, professional collaboration and communication skills could be considered one of the most effective strategies to improve teacher performance in Afghanistan.

### 4.6.2  Strengthening Curricula and Educational Content

Strengthening curricula and educational content is one of the important strategies in improving teacher performance and improving the quality of education in Afghanistan. Curricula and educational content should be designed in a way that enables teachers to teach students using innovative and effective methods and prepare them to face future challenges. In this regard, there are several key approaches to strengthening curricula and educational content, including adapting curricula to local and cultural needs, updating and expanding educational content, creating active and practical learning opportunities, using continuous assessments to improve content and curricula, adapting curricula based on local and cultural needs, and adapting these programs to regional conditions as one of the most important strategies for improving learning performance and teacher performance in high schools (Oates, 2015).

One of the most important educational challenges in Afghanistan is the lack of adaptation of curricula to the local and cultural needs of students. Research shows that curricula should be designed based on cultural, social, and economic contexts so that teachers can provide effective instruction (Pong, 2009). For instance, local resources and real life experiences in curricula can make students relate with the concepts better and make them learn better. It should be constant updating of educational content to catch up with new scientific and technological developments. The studies show that educational content has great impact on teachers' performance, for example, when the teachers have access to up-to-date educational content that they can use to teach (Mouza, 2009). The educational content should be designed so that students have active and practical learning. Research has demonstrated that students learn better and teachers better teach when curricula are based on active learning. In Afghanistan, group projects, hands on activities and opportunities for research should be part of the curricula. Curricula and instructional content can be assessed as to their strengths and weaknesses through continuous assessments. Regular testing, teacher feedback and student feedback can improve curricula, as research (Black & Wiliam, 1998) shows. Continuous assessments can assist educational administrators to constantly update curricula and instructional content in Afghanistan. The challenge is also that teachers are not able to use curricula and instructional content effectively. Studies indicate that teachers trained to use curricula perform better (Desimone, 2009). Investing in teacher training to use educational resources and curricula better can improve teaching and learning quality in Afghanistan.

Reviewing and improving the curricula and educational content is needed to improve the quality of education in Afghanistan. Curricula should be flexible and able to meet the different needs of students. At the same time, topics dealing with life skills, critical thinking and innovation should be given special attention in curricula. In short, strengthening curricula and educational content, adapting to local needs, continuous update, providing active learning opportunities, continuous assessment and teacher training can be regarded as one of the important strategies to enhance the teacher performance in Afghanistan.

### 4.6.3 Use of Educational Technologies

Educational technologies can be used to facilitate teachers to develop more engaging and effective teaching and students to exploit online educational resources (Hennessy et al., 2007). Modern educational technologies can play a very important role in improving the quality of education, especially in the use of urban and rural schools in Afghanistan. Digital tools, online platforms and digital educational resources can be used to offer quality educational resources to teachers and students. Educational technologies can be used as one of the effective strategies in improving teacher performance in Afghanistan which can play an important role in improving the quality of education and facilitating the learning process. In a situation where there are lots of challenges in the field of education particularly in developing countries like Afghanistan, the use of educational technologies can greatly assist teachers to update their teaching methods and communicate effectively with the students. Technology in this regard can be used in several ways and has several advantages in teacher education in Afghanistan that can improve access to educational resources and digital content, improve teacher student interaction and online communication, technology driven teaching and learning, development of digital skills, adaptive learning, online education and promote independent learning.

Technology can allow teachers to use digital educational resources. These include videos, e books, online courses and research articles that improve teaching. Digital resources, research has shown, can enable teachers to expand their knowledge base and have access to newer and more up to date educational materials (Baran, 2014). The use of technology can be a good solution to access better education in Afghanistan, especially in remote areas, since the physical resources are limited.

Teachers can use educational technologies to enhance the interactions with students. Online learning platforms and communication tools like email, instant messaging and videoconferencing can develop an interactive space between teachers and students. Kozma (2003) has proven that the use of technology and particularly communication tools, leads to active involvement of the students and enhances learning outcomes (2003).

The use of educational technologies can be trained in teachers so that they may develop their digital skills which is important for teaching in the digital world. Teachers who have been trained in the use of digital tools are better able than untrained teachers to integrate technology into their teaching (Ertmer, 1999). In Afghanistan, training teachers' digital skills can open new doors of learning for students and narrow the gap between the learning in urban and rural areas.

Educational technologies enable teachers to create learning for every student in a personalized way. Adaptive learning systems and educational software can adapt the content to the needs and the learning level of each student. Personalizing learning with technology has been shown to increase motivation and increase academic outcomes (Baker, 2008).

Online, teachers can do assessments and provide immediate feedback to students. Teachers can assess student performance more quickly and effectively using online assessment tools and determine what they need to learn. According to Shute (2008), a study has shown that online assessment and feedback can improve the learning process (Shute, 2008).

Educational technology can be used to encourage students to learn on their own. Educational websites and learning applications allow students to learn independently online. By using this approach, teachers can spend more time teaching more complex concepts and students can learn independently (Hattie, 2009).

In the end, the use of educational technologies as a means of improving teacher performance in Afghanistan can be a way to improve the quality of teaching and learning. The access to digital resources, improved interactions, personalized instruction, online assessment and the development of digital skills will enable teachers to improve significantly the quality of education.

### 4.6.4 Community and Family Support and Involvement

Strengthening the participation of families and communities in the learning process is one of the important strategies for improving quality of education. Family active participation in the educational process can contribute to an improvement in the students' academic outcomes. Research has shown that students whose families and communities are involved in the educational process do better (Epstein, 2001).

One of the most important strategies to improve teacher performance in Afghanistan is community and family support and their involvement. In different societies, families and local communities are important in the educational process and the impact of these on the quality of teaching and learning is obvious. In Afghanistan which suffers from a number of challenges including lack of resources, weak educational structures and economic difficulties, synergies can be created between teachers, families and communities to enhance the quality of education and increase teacher performance. In this regard, some of the ways and benefits of community and family participation in improving teacher performance are to strengthen communication between teachers and families, to create support networks at the community level, to raise awareness and educate families, to encourage the creation of community and school partnership programs and to create support networks from Non-Governmental Organizations (NGOs) and international institutions and to provide social and psychological support for teachers.

Strong communication between teachers and families plays a major role in improving the quality of education. According to studies, when families are involved in the learning process and maintain contact with teachers, students learn better and teachers are better supported by families (Epstein, 2001). Involving families in Afghanistan can assist teachers in understanding the problems and needs of each student in a more specific way and apply more suitable educational measures.

The support of the community for teachers can have a big impact on the teacher's performance. Vescio et al (2008) research shows that in communities with stronger support, teachers are more motivated to teach and are more resilient to the challenges of their profession (Vescio et al., 2008). Support programs, resource donations and even safer environments for teachers and students can help the community strengthen education in Afghanistan.

Another important dimension of family involvement is raising awareness among families about the role of families in their children's education and the importance of education. According to Henderson & Mapp (2002), studies have shown that when families are aware of the significance of their involvement in the learning process, they are more likely to become actively involved in their children's education; which results in better academic outcomes. In Afghanistan, education of parents about their part in the learning process could enhance the collaboration between families and teachers and further strengthen the quality of education.

Participation of the community in the design and implementation of educational programs can lead to improve the quality of teaching. According to research, communities that are involved in educational planning tend to have better educational outcomes (Cohen & Ball, 1999). They can participate by forming advisory councils, holding public meetings and designing cultural and educational programs at the community level. In Afghanistan, participation of community in these processes can contribute to improving the quality of education in schools.

Educational opportunities and resources for teachers can be created by non-governmental organizations and international institutions. Educational resources, training workshops and teacher support can be provided by these institutions to strengthen teaching capacities in Afghanistan. According to the research, the quality of education and the performance of teachers are improved by collaboration between schools, NGOs and government agencies (Bano & Saeed, 2014).

Teachers can get psychological and social support to improve their mental health and motivation. Teachers in Afghanistan face numerous challenges in many cases which can affect their performance negatively. The support from the community and families can help teachers psychologically and that can help them cope better with the challenges (Ingersoll & Strong, 2011). In general, community and family support and involvement have a very big impact on the improvement of teacher performance in Afghanistan. By strengthening connections between teachers and families, building community-level support networks, raising awareness among families, and providing resources from non-governmental organizations, teacher performance can be improved and the quality of education can be improved.

### 4.6.5  Creating Safe and Supportive Learning Environments

Educational environments should provide a safe and supportive space for students so that they can continue the learning process without fear of security problems or social harassment. Creating a safe and supportive learning environment can help reduce anxiety and stress in students and improve their academic performance (Pianta, 1999). In Afghanistan, security problems can affect the quality of teaching and the attendance of teachers and students. Therefore, one of the main strategies should be to ensure the security of educational environments. Creating safe and supportive learning environments is of particular importance as one of the effective strategies in improving teacher performance in Afghanistan. In developing countries like Afghanistan, where teachers face various challenges such as lack of resources, security problems, and psychological pressures, providing safe and supportive learning environments can significantly improve the quality of teaching and increase teachers' motivation to improve their performance. In this context, there are several approaches and strategies that can help create such environments, including creating a safe space and access to educational resources, providing psychological and social support for teachers, encouraging mutual respect and positive interactions in the classroom, creating a collaborative and group learning environment, teaching classroom management skills and creating order in the classroom, and supporting linguistic and cognitive diversity in the classroom, which are explained below.

One of the prerequisites for creating a safe learning environment is providing an appropriate and safe physical space. . Teachers and students should be in physically safe educational environments. They should also be appropriate educational, health and security facilities. The research indicates that a safe educational environment has a direct impact on teachers' performance in that, the teachers are more comfortable and confident in a safe environment and therefore the quality of teaching improves (Zhu, 2016). In some areas of Afghanistan, because of security problems, it may be a priority to ensure a safe physical space for teachers and students.

Creating a safe and supportive environment is greatly dependent on psychological and social support of teachers. Job challenges, economic difficulties or security crises may make teachers in Afghanistan under psychological pressure and stress. It helps to reduce stress and the quality of teaching, by providing psychological support and counseling to teachers. According to studies, teachers are more motivated and less likely

to burnout when they have social support (Klassen & Chiu, 2010). Supportive and counseling spaces for teachers can be created in Afghanistan to help improve their performance. An important part of providing safe and supportive learning environments is supporting a classroom culture of mutual respect and positive behaviors. Learning performance improves when teachers and students can learn in a place where there is no intimidation and where there is no discrimination. According to research, positive and respectful relationships between teachers and students helps to improve students' academic performance and social development (Pianta et al., 2012). In Afghanistan such environments can assist in decreasing school violence and promoting a cooperative and learning environment among teachers and students.

A supportive environment can be created by giving opportunities for collaboration and group learning amongst teachers. Teachers help to improve the quality of their teaching when they have opportunities to share experiences and collaborate with each other; they are also psychologically supported. It is found that teachers do better and are more satisfied with their jobs in a setting that provides opportunities for collaboration and exchange of ideas (Vescio et al., 2008). In Afghanistan, creating conditions for teachers to form work groups may lead to improvement of the quality of teaching and job motivation of teachers.

Teachers working in environments that have behavioral and social challenges need to have classroom management skills training. Teachers must have the tools to order the classroom and manage student behavior. According to research, teachers with effective classroom management skills are able to create safe and effective learning environments in which students excel socially and academically (Emmer & Sabornie, 2015). Training and support in classroom management skills for teachers in Afghanistan can help teachers create safer learning environments. In Afghanistan which is multicultural and multilingual, it is also important to support cultural and linguistic diversity in the classroom. Teachers need to have the ability to deal with the cultural and linguistic diversity of their students. This can assist in creating a safer environment for all students and for them to feel comfortable in an environment where all differences are accepted and respected. Gay (2010) shows that a positive approach to cultural and linguistic diversity can affect student behavior and motivation positively.

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It can have many effects on improving the quality of education in Afghanistan by creating safe and supportive learning environments as one of the effective strategies for improving teacher performance. The creation of conditions for teachers to be more motivated and effective and students to learn in a safe and supportive environment is provided by offering a safe physical space, psychological support, mutual respect, opportunities for collaboration and classroom management skills.

### 4.6.6  Reforms In the Assessment and Feedback System

Reforming the assessment and feedback system is one of the most important strategies to improve the quality of education in Afghanistan. Student learning and motivation is directly affected by continuous assessment and feedback and teachers can identify educational needs (Black & Wiliam, 1998). Regular assessment and feedback are a means to assess teachers' and students' strengths and weaknesses and to take steps to improve performance. Reforms to the assessment and feedback system can have a big effect on improving teacher performance in developing countries such as Afghanistan, where there are many problems in the field of education. Assessment and feedback systems are effective in helping teachers to identify their weaknesses and improve upon their skills hence improving the quality of education. Regarding Afghanistan which is to face a number of problems such as lack of resources, instability and social problems, attention to reforms in the systems of assessment and feedback is particularly important. Improve the quality of education in Afghanistan must be done using comprehensive and country specific strategies. These strategies range from using educational technologies, community and family participation and creating a safe learning environment to strengthening teachers' professional skills, improving curricula and much more which can all help improve the teaching and the learning process. Scientific sources vary in the claim that these strategies not only help teachers improve their skills but also create better conditions for their students to learn. The reforms included: shifting from traditional to evidence based assessment, continuous and constructive feedback to teachers, assessment based on community standards, the use of technology and creating a feedback culture in the school environment and the training and support of teachers to use assessment results which are explained below.

Transition from traditional assessment to evidence based assessment is one of the fundamental reforms that can be made to the teacher evaluation system in Afghanistan. Traditional assessments are often quantitative tests and assessments that do not accurately

measure teachers' capabilities and needs. Darling-Hammond (2000) reports that evidence-based assessment of teacher performance which is done on a continuous basis and in the form of practical and observed activities, has more impact on improving teacher performance. This reform in Afghanistan can help teachers to improve their teaching and improve education quality through more accurate and measurable evidence of their performance and help them know about their weaknesses.

One of the most important factors to improve teacher performance is the effective and constructive feedback. Ongoing feedback to teachers through regular assessments and accurate feedback can help them to find out what they do best and what they can improve and take the necessary step toward improvement in their teaching. Constructive feedback impacts teachers' motivation and learning and can directly impact the quality of their teaching (Hattie & Timperley, 2007). In Afghanistan it is possible to provide effective feedback to teachers through school principals, colleagues or other educational institutions and to set teachers on the path to improvement.

Assessments of teacher performance must include not only performance of students, but also other aspects of teacher performance such as teaching methods, interaction with students, communication and management skills and the professional capabilities of teachers in general. Comprehensive and multiple assessments that consider different dimensions of the teaching profession can be used to identify teachers' strengths and weaknesses and improve performance (Goe, 2007). Such assessments can help teachers to be assessed from different perspectives in Afghanistan and therefore can help to improve their performance.

New technologies in assessment and feedback can be used to gain the required information faster and more effectively. Teachers can be continuously and instantly aware of what is assessed and benefit from instant feedback by using online assessment software and digital feedback systems. According to research, educational technologies can be used in the assessment process to increase the accuracy of the assessments and to help the students to get constructive feedback. These technologies can be used, especially in urban areas in Afghanistan, to assist with the assessment and feedback process.

Strengthening of a feedback culture will then be necessary for reforms in the assessment and feedback system to be effective. Teachers and administrators creating a consistent, positive culture around assessment and feedback is best for the development

of a feedback culture. A feedback culture in schools has been shown to increase the performance of teachers and improve the quality of teaching (Kraft & Papay, 2014). In Afghanistan such a culture can be created that teachers can improve themselves and put themselves on the path of improvement by getting continuous feedback.

Training and support programs for teachers should accompany reforms in the assessment system so that teachers can use the results of assessments properly. It can be training to become familiar with methods to improve teaching and practical solutions to weaknesses. According to research, specialized training and support to teachers helps them make use of assessment results and improve their performance (Darling-Hammond & McLaughlin, 1995).

Improving teacher performance in Afghanistan can be achieved by reforms in the evaluation and feedback system. Continuous feedback, using technology, multiple and comprehensive assessments and a feedback culture in schools can do this. Especially in Afghanistan, these reforms can enhance the quality of education and the academic conditions of students, the country that is facing many challenges.

### 4.6.7 Strengthening School Leadership Capabilities

Good school leadership can boost the performance of teachers and students and prevent the quality of education from a decline in crisis situations (Leithwood & Riehl, 2003). The very effective school management contributes a lot to the improvement of the quality of education. School administrators must be able to allocate resources well and to create a supportive teachers and students environment. There is a need for school principals with strong leadership and management skills in Afghanistan in particular to ensure that teaching and learning are of consistently good quality in difficult environments.

One of the most important factors for increasing teacher performance is their school leadership skills. School principals in many countries such as Afghanistan have many responsibilities and challenges. Yet, if school leaders have these skills to lead teachers well and to create a supportive and motivating environment, they can have a very important impact on teacher performance and the quality of education. School leadership can be strengthened in Afghanistan which is beset by several challenges such as resource shortages, insecurity and political instability, to enable teachers to teach with more confidence and perform better.

An effective leader creates a culture of collaboration and support in the school. According to research, school leaders who develop supportive and motivating environments can increase teacher performance (Leithwood et al., 2006). School principals in Afghanistan should be leaders that create an environment in which teachers can easily share their experiences and challenges with each other and get support from their colleagues. This way motivates teachers and enhances the quality of teaching. To direct teachers to enhance the quality of teaching, school leaders should enhance their skills of instructional leadership. These skills help the teacher to identify the learning needs of teachers, give constructive feedback and give professional opportunities for developing teaching skills. Results of a study by Leithwood & Jantzi (2005) showed that principals with instructional leadership skills are able to pinpoint and respond to teachers' learning problems and set up more effective learning environments (Leithwood et al., 2006). These skills can assist administrators in Afghanistan in using available resources to the best of its ability in overcoming educational challenges.

Teachers should be supported and encouraged to develop professionally, by school leaders. Training courses, workshops and on going professional development programs can help achieve this. According to studies, teachers perform better and are more motivated to teach when they are given continuous professional support (Vescio et al., 2008). School leaders in Afghanistan should offer teachers the resources and opportunities for professional development and to help teachers to improve their teaching skills. School leaders should have effective evaluation and feedback processes in their schools. These processes will help teachers know their strengths and weaknesses and also improve. School leaders who give effective and ongoing feedback to teachers have been shown to improve their performance (Hattie & Timperley, 2007). In Afghanistan, leaders should be able to carry out comprehensive, evidence based assessments and give constructive feedback to teachers to enable them to improve the quality of their teaching.

So, school leaders must establish clear goals and expectations for teachers so that they can do something to improve teaching. These goals help clarify for teachers what their instructional priorities are and for what specific skills to work. Teachers perform better in an environment where goals and expectations are clear (Robinson et al., 2008). Leaders in Afghanistan should establish clear, measurable instructional goals for teachers to be able to reach those goals.

Teachers need to be actively involved in school decision making processes by school leaders. The participatory type of leadership makes teachers feel a part of the instructional process and school decision making and they feel more ownership in school processes. For example, research indicates that democratic leadership creates trust and collaboration in schools which elevates teacher and student performance. This type of leadership can work in Afghanistan because of the structural and social challenges in the country and can create a positive and harmonious atmosphere in schools. Particular importance as a strategy for improving teacher performance in Afghanistan is strengthening school leadership capabilities. Creating a culture of collaboration and support, strengthening instructional leadership skills, providing professional development opportunities for teachers, developing an effective evaluation and feedback process, clarifying goals and expectations and participatory leadership can enhance teacher performance and improve the quality of education in Afghan schools.

# CHAPTER – 5: CONCLUSION AND RECOMMENDATION

## 5.1 Conclusion

The current research which was focused on the factors affecting the performance of the school teachers in the Kohistan district of Kapisa province, showed that many factors affect the quality of teaching and overall teacher effectiveness. These regions have lots of challenges given their unique geographical and economic circumstances and the performance of teachers in these regions is important in improving the educational and academic achievements of students. Results of the study show some factors directly affect teacher performance while others indirectly influence teacher performance. For this research, data were collected through questionnaires and interviews and all the questions were thoroughly examined and analyzed.

The results indicate that teacher related factors, school related factors and student and environmental factors are the main factors affecting the teacher performance in the government schools of Kohistan district. All of these elements play a big role in teacher performance in Afghan schools, especially in the Kohistan district.

As teacher related factors, these include teachers skills, experience, motivation and attitude towards teaching. The experience and teaching ability of these elements in managing classrooms and transmitting complex concepts to students and their intrinsic motivation, are the elements that profoundly influence their performance.

School related factors are the administrative and structural support to teachers, educational programs available and access to school resources. Supportive leadership and effective organizational systems that enable teachers access to educational resources, appropriate facilities and strong educational programs are identified as the key contributors to positive teacher performance. Factors related to students can be related to the individual and social characteristics of students and the extent of their interactions with teachers. Individual characteristics of students such as intelligence, social skills, and learning styles can be a factor in improving teacher performance in schools. In addition, creating a positive and constructive relationship between students and teachers can create more joy and motivation in the classroom.

Environmental factors can be related to factors related to the physical environment of the classroom as well as social and cultural factors of the classroom. The appearance and physical order and equipment of the classroom create order and better transfer of materials to students and cause greater concentration of students and teachers, and as a result, improve the quality of teaching. In addition, paying attention to the culture and social conditions of students is an important matter in teaching principles, and the teacher must consider cultural and linguistic diversity and social characteristics of the society in order to be able to respond to the specific needs of students.

These factors generally exist in all societies, but the degree of implementation of these factors varies. Accordingly, there are obstacles and limitations that reduce the effectiveness of these factors. In this study, we have also mentioned the obstacles and constraints that prevent teachers from improving their performance, which include the lack of educational and physical resources, the lack of professional development programs for teachers, the economic and legal problems of teachers, cultural and social challenges, security and political problems, and weaknesses in evaluation and feedback systems. Challenges to the performance of teachers in Afghan public schools lower quality of teaching and learning in schools. The biggest obstacle is the absence of educational resources and equipment which does not allow teachers to use modern teaching methods. The environmental conditions of schools are also made more difficult by these deficiencies, because many schools lack the most basic facilities such as durable buildings, heating or cooling systems and suitable sanitary equipment. These physical problems combined with the lack of proper working conditions have a great impact on motivation of teachers and their productivity. Low salaries and low job motivation of the teachers in Afghanistan also play a role in their reduced performance. Economic and social problems prevent teachers from meeting their needs and so they lose their motivation to teach.

Also, lack of access to continuous training programs and professional development opportunities prevents teachers from learning new skills and implementing new teaching methods. In many areas, teachers do not have the education and expertise necessary to teach effectively, which negatively affects the quality of education. Lack of managerial support and supervision of teachers' activities are other problems for these teachers; so that many school principals lack the necessary skills to lead and manage educational resources. In addition, security problems and ongoing wars in many parts of

Afghanistan have prevented teachers from attending schools regularly and, in many cases, from attending classes. The large number of students in each class and the problems associated with teaching large groups prevent teachers from responding to the individual needs of students, and their performance decreases. Cultural and social problems also add to the problem, and many families do not provide the necessary support to teachers and schools due to traditional and low-value views on education, which reduces teachers' motivation and performance. Finally, the lack of coherent and standardized educational programs that are adapted to local conditions and teachers' needs causes confusion among teachers and reduces their effectiveness in teaching.

Therefore, given the challenges and obstacles in the path of improving the quality of education and increasing the performance of teachers in Afghan government schools, specific practical strategies should be considered that can overcome these problems and improve the performance of teachers and ultimately improve the quality of education in the country. Improving teacher performance can be a good solution by various strategies. These strategies in this study are developing and improving teachers' professional skills, strengthening curricula and educational content, using new educational technologies, strengthening community and family support and participation, creating safe learning environments, reforms in school evaluation and feedback systems and strengthening school leadership capabilities.

Different strategies can be used to enhance teacher performance in Afghan public schools in order to enhance the quality of education in a comprehensive and comprehensive manner. Among these strategies, provision and improvement of educational resources and equipment are one of the most important. They include up to date textbooks, digital teaching tools, technological equipment like laptops, projectors and internet access. Using these tools can make teachers use more interactive and innovative teaching methods and provide students with better learning experience. Furthermore, supplying schools with a suitable learning environment, for example by investing in infrastructure and supplying schools with sanitary, heating and cooling facilities will have a great impact on teacher motivation and performance. A second effective strategy is continuous professional development of teachers. Training courses, workshops and seminars are held by teachers to train and update their teaching skills and to be acquainted with new teaching methods and techniques. It should also incorporate how to use technology in education, classroom management and dealing with different

challenges in different regions. In addition, teachers should be given opportunity to be trained and get specialized certifications to enhance their abilities.

Also, improving the financial situation of teachers and creating appropriate welfare conditions are also very important strategies. Raising the teachers' salaries, social and medical insurance and incentive bonuses for the teachers with outstanding performance, can increase the motivation of teachers to teach better. Attention should also be paid to psychological and social needs of teachers; social and psychological support of the government and educational institutions in this issue can reduce teachers' work stress and pressure and improve their mental health.

Another pillar of improving performance is effective managerial support of the teachers. To be able to create a supportive and motivating environment for teachers, school principals should have leadership and human resource management skills. With the continuous supervision, professional advice and development of management skills of school administrators teachers can perform their duties with confidence. Creating conditions for regular evaluation of teachers' performance should be done by the administrators so as to identify their strengths and weaknesses and take action to improve performance.

Improving teachers' performance can also be attained by encouraging closer cooperation and communication with parents and the local community. Parents can help improve the quality of the education by holding regular meetings with parents and creating joint educational programs between teachers and families. In this regard, teachers' motivation can be enhanced, through active community participation and support for education.

Another important strategy is using technology in educational process. Teachers can be given access to digital tools and educational software which can facilitate them in updating their teaching and making use of technology to create engaging and interactive educational content. The use of these tools can aid teachers to communicate effectively with students and aid in learning.

At the same time, if there is a continuous evaluation and feedback to teachers for the purpose of improving performance then it is favorable. Accurate and fair evaluation of teachers' performance enables the identification of their strengths and weaknesses as well as providing teachers an opportunity to take steps of self improvement. The feedback

should be constructive, supportive and used to build on strengths and fix problems as they exist.

Finally, curriculum revision and updating should be done continuously to be in line with teachers and students needs. Curriculums should be designed flexibly such that they should be in accordance with the local and cultural conditions of each region to make teachers effective and students learn in a best possible way.

All of these can be effective in improving teacher performance in Afghan government schools particularly those in Kohistan district of Kapisa province and can be considered as a complete and comprehensive solution for improving teachers' good performance in these schools.

## 5.2 Recommendation

To make Afghan government schools more effective, especially in the Kohistan district of Kapisa province, targeted proposals are needed to be applied that fit the social, economic, cultural and security contexts of the region. Some recommendations are made to teachers, schools, students and to the educational environment.

**1. Recommendations to Teacher Factors**

Specialized and ongoing training: Since Afghanistan's constraints, especially in remote areas such as Kohistan, training of teachers is of extreme importance, it is imperative that specialized and ongoing training programs are developed. They should emphasize how to integrate new technologies, deal with large classrooms and communicate with the students effectively.

Low salary and difficult working conditions: one of the biggest problems teachers in remote parts of Afghanistan face is that they are paid very little and working conditions are tough. In districts like Kohistan, it is therefore advisable to provide support packages to the teachers' such as salary increase, timely salary disbursements and financial incentives for those who work with outstanding performance.

Security and social conditions in Afghanistan are difficult and educators in rural areas face stress and psychological pressure. To help resolve these problems, psychosocial counseling programs for teachers need to be put into place, so that their personal and professional challenges can be addressed. The structure of these programs should be such that it helps teachers sustain their morale in difficult environment.

Recommendation: Ongoing assessment and feedback: It is recommended to develop continuous evaluation systems for teachers including assessments by educational authorities but also feedbacks based on local and cultural contexts. Evaluations of these teachers should be transparent and geared towards education progress of teachers and should offer opportunities to improve performance.

**2. Recommendations to School Factors**

Improving school infrastructure and resources: There are very few educational resources and infrastructure in the rural areas of Afghanistan, especially in Kohistan district. Schools in these areas should be given teaching materials.

Educational curricula should be evaluated: educational programs should be designed to meet the particular needs and cultural features of mountainous areas. Using local languages and incorporating local cultural elements in curricula would help in better communication with students. Furthermore, the development of educational initiatives based on the particular needs of these areas, for example vocational training and agricultural skills, can help the growth and development of both teachers and students.

Mountainous regions, thus, need to foster community involvement in school governance. Therefore, there is a recommendation to organize regular meetings of teachers, parents and people from the community for the purpose of creating synergy aimed at improving the quality of education. Also, awareness programs can be conducted for parents to educate them about the importance of their children's education which can benefit students' academic achievement.

## 3. Recommendation to Student Factors

How to create motivation and active participation in learning: When teaching students from remote areas it is necessary to use engaging and interactive methods of teaching to boost the students' motivation. Project based learning methods, group activities and use of educational games should be used by teachers to encourage students to actively learn. In addition, scientific and cultural competitions and festivals can motivate students.

Life and career skills training: Besides formal education, life and career skills training should be paid special attention to help students cope with the challenges of life in rural areas. Agricultural skills, handicrafts, entrepreneurship skills and financial management could be part of this training.

Many challenges are faced in many parts of Afghanistan, especially in the mountains, in encouraging girls' education. Special programs should be organized to encourage families to educate girls to be able to study.

## 4. Recommendation to Environmental Factors

The school environment should be safe and suitable for learning: The school environment should be designed in a manner so that students feel safe and comfortable.

With respect to this, schools, especially in places where there are security threats, should use the right walls and fences, surveillance and protection systems to avoid possible attacks.

Accessible educational resources: In remote areas, educational resources like libraries, laboratories and online classes are inaccessible. Mobile libraries and online resources are suggested to be provided in schools to ensure access to these resources. Holding online classes for teachers and students can also be one of the solutions, if internet conditions are fine.

Strengthening physical infrastructure: Many schools in mountainous districts lack basic facilities such as weather-resistant buildings and adequate heating or cooling systems. It is recommended that these schools undergo rapid reconstruction and renovation projects, taking into account climatic and geographical conditions.

Support for cultural and sports activities: In order to create an educational and entertaining environment, schools should provide sports and cultural spaces for group, artistic and sports activities. These activities can simultaneously help improve the physical, social and mental health of students.

Implementing these recommendations in the current conditions of Afghanistan, and especially in Kohistan District, Kapisa Province, can help significantly improve the quality of education and teacher performance, and lead to improving the level of education in these areas.

## 5.3 Research Limitations

The study will be limited to in the Kohistan District of Kapisa Province, Afghanistan. Therefore, the findings may not be generalizable to other schools or regions. The study will also be limited by the self-reported data from the teachers, which may be subject to bias.

This mixed-methods approach will provide a comprehensive understanding of the factors affecting the performance of high school teachers in the selected school in Afghanistan. The findings of this study will contribute to the existing literature on teacher performance and inform policy decisions to improve teacher performance in Afghanistan.

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# ANNEXURE

## A. Questionnaire

Questionnaire For Research Under the Title "Factors affecting performance of high school (Lycee) teachers: a case study of public sector schools of Afghanistan, Kohistan District, Kapisa Province"

| Respondent's name (optional): ……………………………. | | | | |
|---|---|---|---|---|
| A. Demographic characteristics of the respondents | | | | |
| 1. | Duty: | □ Teacher | □ Administrator | □ Student | |
| 2. | Gender: | □ male | □ female | | |
| 3. | Civil status: | □ single | □ married | | |
| 4. | Age: | □Less than 20 yrs | □ 20-25 yrs | □ 26-35 yrs | □ 36-50 yrs |
| 5. | Education: | □High school | □ Bachelor | □ Master | |
| 6. | Experience: | □ 0 | □ Less than 5 yrs | □ 6 to 10 ysrs | □ 11 to 20 yrs |

| B. Research Questions | | | | | | | |
|---|---|---|---|---|---|---|---|
| index | | object | Strongly Disagree | Disagree | Neither | Agree | Strongly Agree |
| Teacher factor | 1. | Teachers treat students with good manners and behavior in the classroom. | | | | | |
| | 2. | Teachers are organized and tidy in the classroom. | | | | | |
| | 3. | Our teacher's field of study is consistent with the subject he teaches. | | | | | |
| | 4. | Adherence to class principles is one of the basic points of our teacher. | | | | | |
| | 5. | Our teacher always shows us a positive vision for the future. | | | | | |
| | 6. | Punctuality is a principle for our teacher. | | | | | |
| | 7. | If we do not learn the lesson, the teacher will cooperate with us after class. | | | | | |
| | 8. | The number of classes given to teachers is more than their capacity. | | | | | |
| | 9. | Most teachers work in two shifts and do not have much rest during the day. | | | | | |
| School factor | 10. | The division of class hours is properly implemented by the high school administration. | | | | | |
| | 11. | The high school administration monitors the implementation of the curriculum by teachers in the classroom. | | | | | |
| | 12. | The high school administration organizes programs to evaluate teachers periodically every two months. | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | 13. | There is a laboratory section for science subjects in the high school. | | | | | |
| | 14. | There is a computer lab for practical work on computer subjects in the high school. | | | | | |
| | 15. | Classrooms and equipment are organized regularly. | | | | | |
| | 16. | Competitive competitions are organized by the high school for students. | | | | | |
| | 17. | Incentive programs are organized for teachers and students at the end of each semester. | | | | | |
| | 18. | There is mutual respect between the administrative staff and teachers in the high school. | | | | | |
| Student and environmental factor | 19. | Students are highly motivated and eager to learn. | | | | | |
| | 20. | Students are active in homework and class activities. | | | | | |
| | 21. | Students are present for their lessons. | | | | | |
| | 22. | Most of the students have literate parents. | | | | | |
| | 23. | Parents of students are in contact with the school administration and ask about their children's lessons. | | | | | |

**B. Interview Questions**

1.  In your opinion, what are the most important factors related to teacher characteristics that affect teacher performance?

2.  What are the most important factors related to high school that affect teacher performance?

3.  What are the most important factors related to students that affect teacher performance?

4.  In your opinion, how do these factors affect teacher performance?

5.  What strategies should be adopted to increase teacher performance in schools?