



SATISFACTION LEVEL OF TEACHERS IN AFGHANISTAN (THE WORK OF ARTS)

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Abstract

The current state of education in Afghanistan shows that there are several issues that still persist in the provision of quality education and many of these are linked with the satisfaction level of teacher from their profession. The Research was designed to study the satisfaction level of teachers from their profession at the secondary school level. The research was descriptive in nature. The study consisted of five chapters. The research tool was questionnaire. The questionnaire was administered personally to the concerned school. In this way the data was collected, organized and tabulated. The main objectives of the study were to know the attitude of teachers about teaching profession and to know about the present position of teaching profession in the society. After data analysis it was concluded that most of the secondary school teachers not satisfied from this profession. As a result they are not taking interest in the teaching. In the light of the research problems, the researcher recommended that as the teachers are like the pillars of a nation that's why they should be given mental as well as physical satisfaction for the long lasting successive life of our country's bright future. Teaching profession is the most valuable and important profession and good nations can only be produced by good teachers.

Keywords: Education, Satisfaction Level, Teaching and Teachers, Recommendations



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Introduction

Satisfaction means gratification of desire or payment of debt. To study the satisfaction level of profession is an extremely difficult to measure. The satisfaction level of the teachers from their profession cannot be considered in isolation from the satisfaction level of the education system in general. The nature and operation of this varies from country to country for a variety of reasons i.e. historical, cultural, geographical, political and social.

Satisfaction is a compound of many elements that can be moral influence, professional freedom, academic scholarship and economic security satisfaction is relative. It can be assessed only in relation to its environment and changes in society. Similarly, teachers' satisfaction is a complex multi-dimensional concept, rooted in the socio-cultural context and not easy to define.

Teaching is said to be a prophetic profession. It is a learned profession teaching profession as an occupation is a hierarchy of all occupations.

Afghanistan is an Islamic country. It is always said theoretically that teachers should be given their due respect in the society, but everybody knows the status of teachers in our society. It has been observed that people of lower middle class inclined towards teaching profession or in other words those who do not get employment in other departments and when they get a chance of a lucrative job they quickly quit the profession.

About teachers it is said in the thesis that the position of scholar is similar to the position of a shining light and of hanging lamps in a dark place. The light given by these depend upon the attention paid to them. Nothing is as valuable as learning, kings govern people and scholars govern kings.

Prophet Muhammad (Peace Be upon Him) is the first teacher in Islam. According to MichralHert's book "the 100" (A ranking of the most influential persons in history) said, Muhammad (Peace Be upon Him) was responsible for both the theology of Islam and its main ethical and moral principal".

Literature Review

2.1 Introduction

This chapter gives a description and explanation about education, teacher and teaching profession, satisfaction level of teachers and role of teacher in Islam.

2.2 Definitions of Key Concepts

Some definitions of education:

According to Aristotle "Education was a process of training the body, the character and the intellect to ensure first the well-being of the state of producing good citizens and second as its highest aim to prepare for the right enjoyment of leisure to make sure that when the practical affair of life have received due attention, the soul will find its ultimate happiness in the divine wisdom"

According to UNESCO (United Nation Educational Scientific and Culture Organization) "Education is an organized and sustained instruction designed to communicate a combination of knowledge, skills and understanding valuable for all the activities of life". (John S-Brudacer 1939).

"Education is a process or an activity which is directed at producing desirable changes in the behavior of human beings".

According to Webster English Dictionary "Education is the process of establishing habit of critical and independent appraisal of information for the purpose of intellectually developing the whole person."

2.2.1 Teacher

T = tolerant, talented, thoughtful

E = enthusiastic, energetic

A = affective, able, actor

C = competent, charismatic

H = honest, helpful

E = educator

R = realistic resourceful, researcher.

2.2.2 Teaching

Teaching is a process of creating an environment in which students learn and learn how to learn.

- Learning is a process of change in behavior as a result of experience.
- Teaching is a process of communication & interaction.
- A teacher can never truly teach unless he/she is still learning.
- A lamp can never light another unless it continues to burn its own flame.

2.2.3 Components of Teaching:

1. Understanding students
2. Understanding socio-cultural scenario
3. Understanding teaching pedagogies
4. Knowing modern trends in teaching and learning
5. Knowing the use of IT technology for teaching

The current state of education in Afghanistan shows that there are several issues that still persist in the provision of quality education and many of these are linked with the status of teachers and the teaching profession.

The quality of education is integrally linked with the quality of teachers in the education sector, as it also indicated by the current global imperatives such as 'Education for All' and the 'Millennium Development Goals'. Afghanistan is a signatory to these global initiatives on the provision of quality education. However, the current state of education in Afghanistan shows that there are several issues, which hitherto need to be addressed for

providing quality education. Many of these issues are linked with the status of teachers and the teaching profession.

2.2.4 Teacher Satisfaction:

The expression "satisfaction" as used in relation to teachers, means both the standing or regard accorded to them, as evident by the level of appreciation of the importance of their function and of their competence in performing it and the working conditions, remuneration and other material benefits accorded with them relative to other professional groups.

Factors considered in determining the low satisfaction of the teachers: Teachers' salaries, benefits and working conditions (Inequities, disparities, etc.) Salary, rewards and benefits usually indicate the relative position of a profession and the status it enjoys in the society. Beside the social and cultural factors, there are methodological factors that would need to be taken into consideration to form sound analysis. For example, it is difficult to draw conclusions based on salaries and remuneration because the National Education Management Information System (NEMIS) databases do not provide information on teachers' salaries and benefits.

Thus, teachers' salaries and working conditions have to be seen in the context of deep-rooted inequities and disparities which include intra professional inequities and disparities based on gender and region.

Inequities are found in salaries within the profession in both the public and private sector. The mean earnings of teachers in private institutions that were 56 percent in 1999-2000, reduced to 46 percent of the mean earnings of those working at public institutions. However, the disparities need to be seen in conjunction with other factors such as employment contracts, more flexible working hours between the two types of institutions, convenience in terms of proximity to residence and better working environment. Single females in private institutions may have taken up teaching as transitory phase in their lives and not as a career. Other inequities exist within the teaching profession such as the higher standing of science, mathematics, English and computer technology teachers particularly at the secondary and higher secondary levels.

There are gender and regional disparities, which go beyond salaries, remunerations and benefits and have a role to play in lowering the status of teachers. Similarly, cultural traditions and barriers make it difficult for female teachers to access equitably those opportunities, which may be available to their male counterparts. The provision opportunity and quality of education to teachers in the urban and rural areas are different, often to the

advantage of teachers in urban centers. Likewise, political meddling in issues such as transfers and appointments are relatively pronounced in the rural areas and perceptions about teaching being a female profession also contribute to a low regard of teachers and teaching.

Conclusion and Recommendations

1. Conclusion

We can conclude that teachers should be given mental and physical satisfaction. These teachers are the pillars of the society. We can say that teacher profession is the most valuable and important profession and if we have good teachers we will have good citizens and nations. But unfortunately in Afghanistan the social status of teachers by and large not up to the mark i.e. teacher not enjoying higher occupational prestige and overall greater satisfaction with their jobs than their international counterparts. At the end, we can conclude that most of the teachers were not satisfied from teaching profession, so we need to give mental and physical satisfaction to all the teachers equally because teachers are the pillars of the society and if we have good teacher we will be able to produce good citizens.

The following conclusions were drawn during the whole study.

- i. The data showed that (14%) of teachers were up to 5 years' experience. The table further explains that (30%) of the teachers have teaching experience 5-10 years and (34%) teachers experience were 10-15 years. Moreover (22%) of teachers experience were above 15 years.
- ii. The result showed (74%) teachers are married and (26%) teachers are unmarried.
- iii. The data showed that only (12%) teachers joined teaching profession by pro planning. The table further explains that (8%) of teachers joined it by their parental desire and (66%) of teachers came to this profession by chance. Moreover (14%) of teachers selected this profession by aptitude.
- iv. The data showed that only (2%) of the respondents' Monthly income was up to 8000 Afghan Afghani, (8%) of the respondents Monthly income was 8000-12000 Afghan Afghani, (34%) of the respondents' Monthly income was 12000-20000 Afghan Afghani and (56%) of the respondents' monthly income was above 20000 Afghan Afghani.
- v. The data showed that only (28%) of the teachers are satisfied from their Monthly income, while (72%) are not satisfied from their monthly income.
- vi. The data showed that only (4%) of the respondents were of the view that they could easily arrange monthly budget only from their salary, (24%) respondents give their

- view that it difficult to arrange, (40%) respondent's view that it very difficult to arrange, while (32%) of the respondent's view that it was impossible for them.
- vii. That data showed that only (18%) of the teachers were satisfied from teaching profession, (50%) of the teachers were not satisfied from this profession, whereas (32%) of the teachers were satisfied from this profession to some extent.
 - viii. The data showed that only (30%) of the teachers were not satisfied from teaching profession due to low salary, (4%) of the respondent's were of the view that there were no Job security, while (16%) of the respondent's view that there were less respect in the society.
 - ix. The data showed that only (12%) of the teachers were satisfied, (66%) teachers were not satisfied and (22%) of the teachers were satisfied to some extent from people behavior teachers.
 - x. The data showed that only (18%) of the respondent's were of the view that would like to adopt this profession again if they find another chance, while (82%) of the respondent's were not interest to join teaching profession again.
 - xi. The data showed that only 11% of the teachers view that there were attractive salary in teaching profession, 33% respondent's considered it respectable job, while 56% of the respondent's view that they would like to adopt teaching profession again because their were lot of holidays in this profession.
 - xii. The data showed that 44% of the teachers view that there were low salary in the teaching profession, 34% of the respondent's considered it less respectable profession, 2% of the respondent's view that there were no Job security in it, while 20% of the respondent's view that there were lot of work in this profession.
 - xiii. The data showed that only (4%) of the teachers were like this profession for their children, (64%) of the teachers were not like it, while (32%) teachers have not decided about their children going into teaching profession.
 - xiv. The data showed that only (32%) of the respondent's were satisfied, (12%) of the respondent's were not satisfied, while (56%) of the respondent's were satisfied from their way of teaching to some extent.
 - xv. The data showed that only (4%) of the teachers were view that government take interest to promote teaching profession, (80%) of the respondent's were view that government not take interest, while (16%) of the respondent's were view that government take interest to some extent to promote teaching profession.

- xvi. The data showed that only (6%) of the respondent's were satisfied, (58%) of the respondent's were not satisfied, while (36%) of the respondent's were satisfied to some extent from the facilities given in the school.
- xvii. The data showed that only (14%) of the teachers were satisfied from their students behavior, (56%) of the teachers were not satisfied, while (30%) of the teachers were satisfied to some extent from their students behavior.
- xviii. The data showed that only (8%) of the teachers satisfied, (70%) of the teachers were not satisfied, while (22%) of the teachers were satisfied to some extent from their colleague's cooperation.
- xix. The data showed that only (16%) of the respondent's were satisfied, (54%) of the respondent's were not satisfied, while (30%) of the respondent's were satisfied to some extent from their administration treatment.
- xx. The data showed that only (4%) of the respondent's were view that enjoying comfortable life, (76%) of the respondent's were view that teachers not enjoying comfortable life, while (20%) of the respondent's were agree to some extent about the view that teachers enjoying comfortable life.

2. Recommendations

The researcher would like to make the following suggestions/recommendations for enhancing the satisfaction level of teachers in the teaching profession.

1. Teachers should be encouraged and appreciated on special occasions.
2. Qualified and able teachers should be appointed to build up the nation's future.
3. Such activities should be discouraged that spoils the image of the teachers.
4. New method of teaching should be practiced.
5. Regular training programs for teachers should be organized.
6. Professional trainings like B.Ed or B.A.&M.Ed or M.A. should be according to the new methodology.
7. More and more facilities should be provided to the teachers.
8. Research should be conducted in the key areas of education including quality of schooling and classroom processes; teachers' quality, lives and conditions of teachers' work; school community partnerships.
9. Teachers' biographies and life histories should be developed to provide insights into factors that facilitate or hinder their professional and career growth.

10. Large national databases like NEMIS need to include additional modules that would enable researchers and academicians to gather key information about teachers.
11. Duration of the professional degree course for pre-service teacher education should be extended so that it is in line with other professional degrees.
12. Pre-service teacher education curriculum should be thoroughly revised for relevance to the teacher's needs, contextual appropriateness to the technological and global world and close alignment with the real world of schools and classrooms
13. Basic minimum standards and criteria should be in place for entering the teaching profession
14. Continuing professional development should be a prerequisite for all teachers.
15. Refresher courses should be given to the teacher from time to time.
16. It is recommended that a national body comprising eminent educationists be formed, which should have adequate staff, to oversee registration and affiliation of educational institutions and selection and promotion of teachers in government institutions. Moreover, the body should also devise an effective system of accreditation; licensing and certification so that non- governmental schools, colleges and institutions also have to conform to certain accepted standards and teachers in the private sector cannot exploit students as they do now, especially through private tuition and coaching.
17. Professional teaching institutes for teacher training need to be set up. At present, there is very little realization by employers of teachers that even a high level degree is not guarantee that a person is an effective teacher.
18. Qualified people in the government and among celebrities should take part in voluntary teaching and in training programs so that the existing disdain in our culture for teaching as a profession can be replaced with the highest regard for this 'nation making' profession. Gradually, more funds should be allocated for making teaching a highly paid and rewarding career.
19. Furthermore, teachers who have received a high level in their profession must not be 'cut off from their real work -- teaching, teacher training and development of curricula, texts and pedagogy — by involving them more in administrative jobs and positions. Cancellation of certification - might even be considered an option where continual contribution to their work is deliberately avoided by such teachers under the cover of privileges afforded them in the wake of their achievement.

20. Seminars must be conducted to increase the awareness and enhance the sense of responsibility in the public and government regarding professionalism in teaching. Intelligible literature must also be published in this regard. Fund raising should also be 'done with the help of seminars, articles, books, pamphlets and other programs to finance various teacher development programs at the government as well as at private sector levels.

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