Exploring Female Teachers' Intrinsic and Extrinsic Motivation to Keep Teaching the Girl's in Afghanistan After the Taliban's Ban on Girl's Education

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A B S T R A C T

Gender equality in education has long been a source of debate in Afghanistan. In general, girls face greater barriers to schooling than boys. There have been ups and downs in females' access to education over the decades, the most recent being the country's 20-year Islamic Republic rule. Afghan girls have gained greater access to school over the last two decades. However, the impetus was lost in the middle when the Taliban took control of the country and declared a blanket ban on girls' education at all levels except primary school. Some courageous Afghan women rolled up their sleeves to teach Afghan girls in secrecy. The current study is on the Afghan women's motivation for enabling educational opportunities for Afghan girls despite the ban. Through qualitative design, the study conducted interviews with these brave Afghan women facilitating educational access for Afghan girls. The data analysis applied thematic analysis through a six-stage procedure. The study found that Afghan women are using online and offline approach to reach out to Afghan girls with educational facilities. It was also found that both extrinsic and intrinsic motivation give passion and inspiration to them for teaching. Family, student enthusiasm, gender equality was some of the extrinsic motivation behind their teaching, while intrinsically they were motivated by commitment to teaching, feel of responsibility, and empowering Afghan girls. Nevertheless, they also faced barrier of lack of stable internet, and teaching and learning resources. By measuring their intrinsic and extrinsic motivation, this study intends to contribute to a better understanding of the complex factors that drive female teachers' commitment to educating girls in Afghanistan after the Taliban's prohibition.

A R T I C L E   I N F O

1. INTRODUCTION

The right of girls to education in Afghanistan has long been a source of contention, particularly since the establishment of the Taliban regime. While the Taliban's ban on girl education has restricted progress, many heroic female instructors have persevered in their efforts to educate Afghan girls. In retrospect, Afghanistan has seen tremendous changes in women's rights and access to education. equity and equality of education for female was a top priority before the Taliban took control of Afghanistan for the second time. Nevertheless, the Taliban's which has restricted their rules on women's rights, prohibited the education of girls entirely. Despite recent challenges to the Taliban's leadership, the situation remains uncertain, and the quest for educational possibilities for Afghan girls continues (Kayen, 2022).

Afghans were confined to their homes from the time the nation was founded until King Amanullah Khan's rule (1919), which was primarily responsible for permitting girls to attend schools (Bamik, 2018). Before Amanullah Khan assumed the throne, women were absent from public view (Faghfoory, 1993). However, the situation in Afghanistan has changed since then, slowly and gradually. Girls were granted the right to attend school, and women's roles were elevated to some extent. However, the opposition of tribal elders and solid cultural norms towards girls' education remained a contentious issue for every upcoming government, even for Amanullah Khans.

The reform vision of King Amanullah Khan was never fully realized after he faced a tribal uprising against the plan of empowering women and sending female students to get higher education outside the country. After his exile, Habibullah Kalakani took over the throne and forced girls to remain home. After nine months of Kalakani's reign, Nadir Shah defeated him and succeeded to the throne, slowly revitalizing Amanullah's reform together with girls' education (Baiza, 2013).

Another fortunate achievement in terms of girls' education came when Zahir Shah succeeded the throne after Nadir Shah. In his reign, Zahir Shah followed Amanullah's reforms and gradually opened primary and secondary schools with making elementary school compulsory for both boys and girls (Khwajamir, 2016). Later, in a coup, Dawood Khan took power and established a Republic government, and primary education became free for boys and girls in his regime (Dupree, 1979). Girls were required to attend school during the communist era following Dawood Khan, but boys and girls attended separate institutions. (Samady, 2001).

After the communist regime, the Mujahideen government came into power. Only Islamic education was prioritized during this period, and there were no equal educational opportunities for boys and girls (Bamik, 2018). Finally, one of Afghanistan's most fundamentally opposed girls' education, the Taliban factions overthrew the Mujahidin governments. Given that the Taliban era was the most challenging time for education in general and for girls' education in particular, in Afghanistan (Baiza, 2013). Girls and women were forbidden from attending school and working outside in Afghanistan when the Taliban were in power. When the Taliban groups arrived in Kabul in 1996, they shut down all girls' schools and demanded that courses taught by earlier administrations, particularly science, be replaced by religious texts produced by their own government (Moghadam, 1992). We can contend that the Taliban's rule was among the darkest periods in Afghanistan's educational history because, at that time, virtually all intellectual and educational pursuits went into hibernation (Bamik, 2018).

Guay et al. (2010) referred to motivation as "The reasons underlying behavior" are referred to as motivations. According to (Broussard & Garrison, 2004), motivation is widely defined as "the attribute that moves us to do or not to do something". Motivation that is driven by

personal interest, pleasure, or satisfaction is known as intrinsic motivation. Intrinsic motivation, according to (Deci et al, 1999), "energizes and sustains activities through the spontaneous satisfactions inherent in efficient volitional activity. It shows up in actions that people frequently take to obtain external benefits, such as play, exploration, and challenge-seeking. Researchers often compare intrinsic motivation to extrinsic motivation, which is the motivation that gets influenced by rewards and punishments. There was this belief in the past that intrinsic motivation was better than external incentives because it led to better learning because it comes from within and not addicted to materialistic habits (Deci et al., 1999).

Regarding teacher motivation, (Sinclair, 2008) defined it as something that determines "what attracts individuals to teaching, how long they remain in their initial teacher education courses and subsequently the teaching profession, and the extent to which they engage with their courses and the teaching profession". (Sinclair, 2008) also defined it in terms of attraction, retention, and concentration. According to their theories of motivation, (Dörnyei and Ushioda, 2011) underlined the two aspects of teacher motivation, namely the incentive to teach and the motivation to stay in the field.

There does not appear to be a common understanding of motivation, nevertheless, given the complexity of motivation (Dörnyei and Ushioda, 2011). Because of this, researchers used a variety of motivation theories to concentrate their research narrowly. For example, (Williams and Burden, 1997) distinguished between two types of motivation: initiating motivation, which deals with the reasons for doing something and making a decision, and sustaining motivation, which refers to the effort to continue to do something.

In Afghanistan, makeshift arrangements and informal schooling are popular among Afghan girls. For the last 15 years, the community-based education method and accelerated learning programs have been the two main pathways used with a strong emphasis on girls' education. Now that the Taliban has taken control of the country, girls' education has been put on hold, according to the Taliban. However, some informal learning takes place inside homes and secure areas for Afghan girls' education.

Understanding the motivations of female teachers who continue to educate girls through makeshift arrangements despite the ban is critical for several reasons. These stories illustrate Afghan women's determination and fortitude in the face of adversity. Second, analyzing the characteristics that motivate these instructors might help to inform the creation of support and empowerment methods. Finally, their stories might inspire others and contribute to the worldwide conversation about gender equality in education.

The primary aim of this research is to explore the intrinsic and extrinsic factors that lead these firm educators to continue teaching in such difficult circumstances. This study aims to better understand the complex aspects determining female teachers' commitment to educating girls in Afghanistan after the Taliban's prohibition by evaluating their intrinsic and extrinsic motives. The findings can be used to guide policy and programmatic measures aimed at supporting and empowering these educators, ultimately encouraging more gender equality in education and amplifying Afghan girls' voices.

2. METHODS

This study will employ qualitative research methodology to gain an in-depth understanding of the motivations and experiences of female teachers in Afghanistan, according to (Flick et al. 2004) Qualitative research describes life contexts "from the inside out" or from the participants' perspectives. Its goal is to highlight processes, meaning patterns, and structural aspects while also advancing our understanding of social reality in this way. This research on the female teacher's extrinsic and intrinsic motivation after the ban on female education from

the ruling authority is a social reality, and it is very important to see from inside the participant's perspectives and worldviews of this social phenomenon. In this regard, qualitative research fits the aim of this study.

2.1 Data Collection

For the sake of data collection, semi-structured interviews will be conducted with the aim of the sample female teachers who have continued teaching girls during the ban. The data would be collected from participants who are actively involved in teaching. The exact number of participants and population sampling cannot be stated at this time because these female teachers are in hiding, and the number of them is also not precise.

2.2 Data Analysis

Clarke & Braun (2017) thematic analysis will be employed to identify common themes and patterns in the data, allowing for a comprehensive exploration of the teachers' motivations and challenges after the ban on female education in the country. Clarke & Braun (2017) step-by-step six-stages to qualitative data analysis through familiarization, creating coding, finding themes, naming themes, and drafting out a final report based on these themes.

3. RESULTS AND DISCUSSION

There has been growing interest in teaching Afghan girls after the Taliban banned girls' education in secondary and high schools. Mostly educated females started to open informal learning through various methods and mostly in hidden locations to help girls keep up with their counterparts (boys) in terms of receiving education. This study was carried out with 6 female teachers teaching in various Afghanistan areas with online and offline makeshift arrangements. As the study's aim was to discover these teachers' extrinsic and intrinsic motivation behind opening home-schooling or informal learning centers, it has been found that these teachers have been motivated in several ways to cope with the ban on girls' education. Each of the Figure 1 themes will be presented in detail with its interpretation, assessment, critique, and discussion in relevant scholarly ideas and literature.

The findings here are the results of a thematic analysis of the online interviews with research participants from Afghanistan. After doing the thematic analysis, the study came up with the following themes:
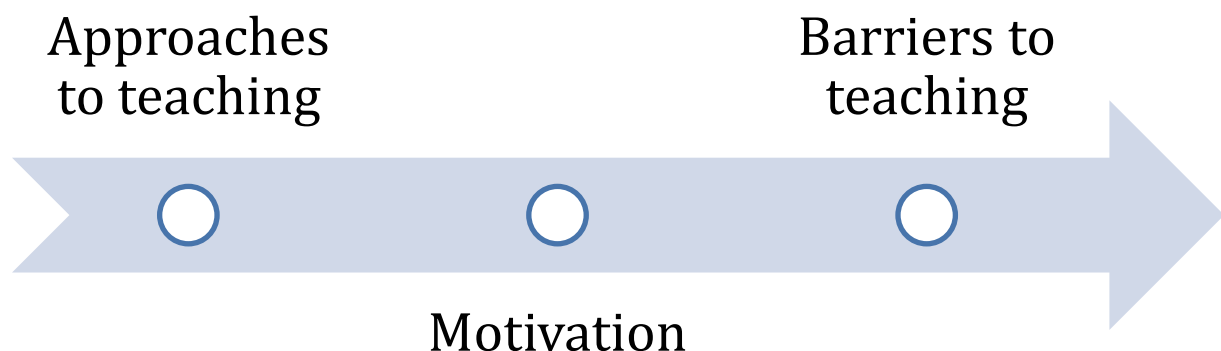

Figure 1. Themes found after the data analysis.

3.1.   Approaches to Teaching During the Ban on Female Education in Afghanistan

The study finds that female students lost access to educational spaces during this ban on girls' education. Some of the brave Afghan women had come along to educate Afghan girls. They took use of any available tools they grabbed their hand to. They have used two main approaches to deliver education to Afghan girls: online and offline. These platforms of teaching were based on the availability of tools. Some of these women had access to the Internet and taught those girls who also had access to the Internet. On the other hand, those who did not have access to the internet but still wanted to give their best in teaching Afghan girls opted to go for teaching them in secret hideout places. According to one of the female teachers interviewed:

"I teach English online to Afghan girls from home. To keep the safe, we ask them to keep it a secret. It's important to protect their education in a difficult situation. Despite the secrecy, I am proud to help them learn English and empower them. We work together to create opportunities for Afghan girls to succeed."

Due to a lack of resources, the effectiveness of teaching online and offline is limited. Online teaching is made practical with steady internet speed, which is regarded as the primary tool for communication (Ko & Rossen, 2017). In a third-world country like Afghanistan, internet connection is hard to maintain, especially in rural areas (Ghashghai & Lewis, 2002).

Offline or in-person teaching was also an option based on the possibility and feasibility. The main reason was to empower, so the place of delivering education was not significant. Either a third location or teachers' houses were the primary classroom for teaching. The method of secret teaching has been used in Afghanistan for more than a decade, mostly in areas under the control of insurgent groups (Rostami Povey, 2003).

Based on their commitment to education, either online or offline teaching worked for them to deliver education to girls in order to empower them. Women teachers find their education useless if they cannot teach in this critical condition to Afghan girls.

3.2.   Motivation

Motivation formed the basis for teaching during the ban, either teaching online or offline; a series of extrinsic and intrinsic motivation guided and inspired the Afghan women to continue to teach and empower Afghan girls amid uncertainty for their future. (Tohidi & Jabbari, 2012) finds that high educational attainment as a result of motivation. Both teachers and students here are motivated to deliver and receive education. Motivation for women teachers here came from two dimensions that inspire them to continue to teach.

3.2.1 Extrinsic Motivation

Something has always motivated these teachers to teach despite the threat and ban on women's access to education in the country. Several reasons are being put forward that motivate these women, aside from their internal inspiration to teach Afghan girls. Beneath is the figural illustration of the extrinsic motivation Afghan women unveiled during the interviews.
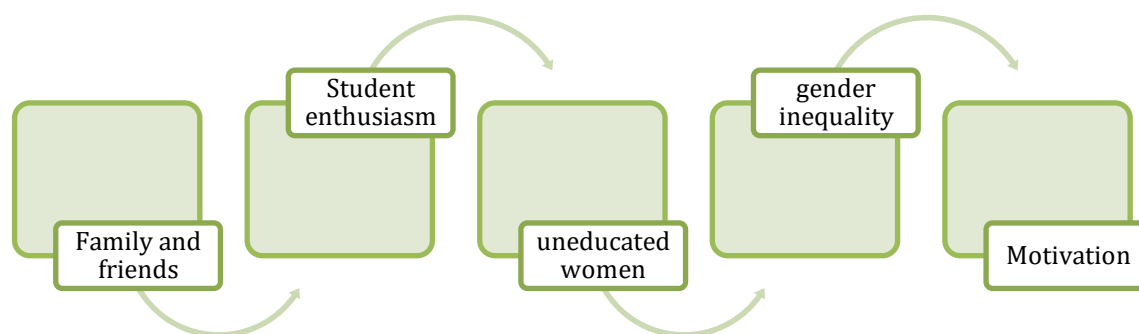
Figure 2. Extrinsic motivation behind Afghan women continuing to teach despite the ban on girls' education

(Deci et al, 1999) refer to extrinsic motivation as one which is reinforced through contingencies. The Afghan women teachers in this study also have been inspired by incentives or drives outside their internal habits. As shown in Figure 1, families remained a stronghold for most of these women. Their brothers, sisters, or parents were the source of the motivation. In other words, the families supported and appreciated their work. This made the women feel more motivated and taught with high spirits.

Apart from that, Afghan women found students' interest in education or learning a solid source that moved them and took action to facilitate education for them. (Winthrop & Kirk, 2008) found that Afghan students have a passion for learning, but armed conflict made it hard for them to engage in sustained learning opportunities. The interest and enthusiasm for learning can be regarded as high, which moved Afghan women to open secret learning opportunities, particularly for Afghan girls.

Based on the recent estimates of the United Nations Education Scientific and Culture Organization (UNESCO, 2023), 1.1 million girls and young women do not have access to formal education. On the other hand, 80% of school-aged Afghan girls and young women are out of school. By the end of 2019, approximately 4 million girls were attending secondary school, which faces a total ban today (Zucchino & Blue, 2021). The ratio of urban and rural areas in terms of female education is excellent as well. the past century (1919-2019), access to education for girls in Afghanistan went high while dropping within months of regime change in the country. From here, Afghanistan has outnumbered uneducated or illiterate women. The study found a lack of women's education as extrinsic motivation. One of the study participants, 30 years old Afghan woman who used to teach in her own house, shared her thoughts with us: "The source of my inspiration comes from those who are still uneducated, and the difference between educated and uneducated is huge." The difference between educated and uneducated women huge made one of the study participants to open a secret class for Afghan girls, and this served as her source of motivation behind running this class.

Afghanistan has been regarded as stuck in significant issues of gender inequality where women have unique vulnerabilities and risks. According to UNWOMEN's recent statistics, 60 % of Afghan girls are out of school, while 4.9 % of Afghan women have access to higher education compared to 14.2% of men (UNWOMEN, 2021). This gap between men and women in terms of access in any form of education has caused concerns, and this has been a long-lasting phenomenon. In relation to this, Afghan women who opened secret classes wished to reduce to gender inequality gap rather than being increased as a result of this ban.

The external sources of motivation played an undeniably important role in bringing Afghan girls to education with just a step of courage and passion for teaching. While those were extrinsic motivations, the study also revealed some internal or intrinsic sources of motivation

guiding these teachers' internal passion and drive for teaching. The following figure 2 presents a graphical illustration of the intrinsic motivations.
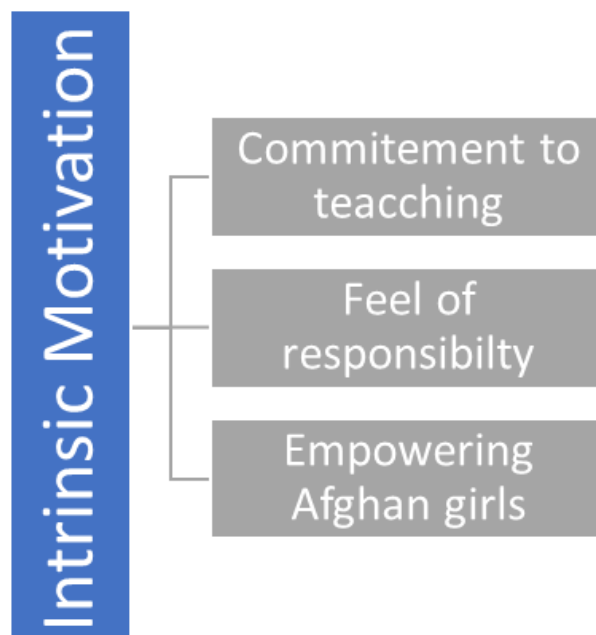
3.2.2   Intrinsic Motivation

Figure 2: Sources of intrinsic motivation for Afghan teachers.

Researchers have defined and linked intrinsic motivation with several theories, but one thing remains common among them: "doing something for interest, own sake, or helps achieves a goal (Deci and Ryan, 1985). In the field of education or, more specifically, learning and teaching, intrinsic motivation comes as a form of internal pleasure in learning or teaching or having an aim to either see your students flourish or maybe get an esteemed position. the study discovered three main areas Afghan women were inspired internally to teach Afghan girls. Empowering Afghan girls, commitment to teaching, and feeling of responsibility are the intrinsic motivations behind secret offline or online education services for Afghan girls. A teacher, 27 years of age, puts her thoughts as "…I want them to educate, to know about everything, and connect to the world…". Empowering Afghan girls makes them able to build a happy and bright future for themselves. It has been the dream of every Afghan girl to get as many high degrees in education so she can later provide for women and society.

Similarly, these Afghan women had a solid commitment to teaching as they knew if they got caught, the ruling Taliban government would punish them. The commitment made them continue to teach despite the fact the given situation in the country. (Coladarci, 1992) puts teachers' commitment as a type of psychological attachment to the profession of teaching. At the same time, lack of commitment is a severe problem to regular teaching in other settings (Moses et al., 2016). This severe commitment of Afghan women to teach has become their source of internal motivation, making them continue teaching despite any circumstances.

Finally, feeling responsible in time of need indeed connect to commitment. Since these teachers had a commitment to teaching, they felt responsible. As one of the Afghan teachers shared, "…. It is my responsibility to those whose rights to education is violated and deprived of education…." This sense of responsibility has turned a few other women into teaching, and the number is growing nationwide.

3.3. Barriers to Teaching

Barriers in front of women's access to education have always existed in the country. Taken from culture (Shayan, 2015) and security (Kavazanjian, 2010). Here, these secret teachers had barriers to teaching in some different form. First, the ban itself creates a substantial barrier for these teachers to teach in a smooth and effective manner. Second, lack of resources, as this is informal and secret teaching and learning; most of the material and resources, such as books, whiteboards, pens, and pencils, are not readily available due to financial issues. Finally, lack of internet, mainly in the case of online teaching and learning. Access to the internet, its quality, and speed have impacted or posed hurdles in front of their education process. The following figure 3 represents a visual display of the barriers to this secret teaching and learning initiative.
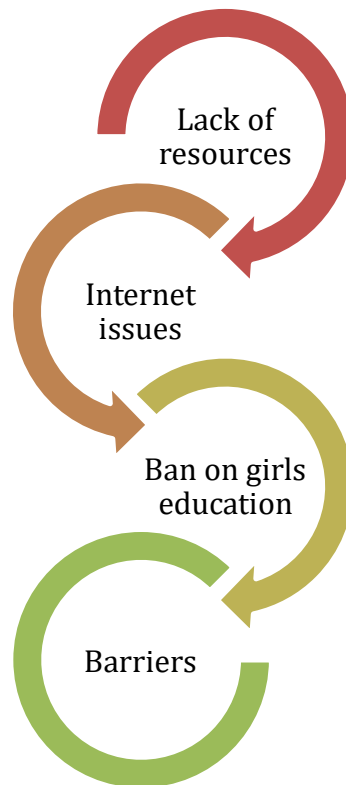

Figure 3 Graphical display of factors barricading secret teaching and learning during the ban on girls' education.

In conclusion, secret teaching and learning started by Afghan women promote a new initiative for empowering Afghan girls through informal means. However, despite their efforts, the international community and educational organizations failed to help reopen schools for Afghan girls. Their external or internal motivation played an essential role in maintaining the learning and teaching for Afghan girls. While education for girls in Afghanistan always faces problems and barriers. This secret teaching and learning initiative also has its barrier.

4. CONCLUSION

The study aimed to find intrinsic and extrinsic motivations behind Afghan women teaching despite the ban on girls' education in Afghanistan. Primarily, the study found approaches to teaching during this period, the factors of extrinsic and intrinsic motivation, and some barriers still hampering the learning and teaching process.

It can be argued that technical problems have always surrounded online education in Afghanistan. As the country still needs to give coverage of internet to most of the areas. Despite the challenge of the internet and online learning and teaching, Afghan women found their way out and continue to educate Afghan girls. While it was also discovered that online learning teaching made it easy for both the girls and these Afghan women teachers as they don't have to walk to find a safe zone for teaching. On the other hand, offline or in-person education faced the only challenge of being caught, or someone might report it to the Taliban. Apart from that, the offline mode of delivery was favored compared to teaching through Internet.

Furthermore, the study also found that Afghan women had some internal and external inspiration for teaching, given the ban on girls' education. These motivations made it easy for them to keep teaching and think about the future of Afghan girls rather than being stuck in the present. In extrinsic motivation, the most important one is family, such as parents, sisters, or brothers play a critical role in giving these teachers support and encouragement for teaching. Students' interests, uneducated women, and gender inequality were other external sources inspiring and motivating these Afghan teachers. We cannot ignore the fact of external motivation. Still, it is essential to shift focus to intrinsic motivation, which formed internal passion and energy in Afghan women to teach despite the ban. Empowering Afghan girls was the most significant intrinsic motivation in contrast to commitment to teaching and feeling of responsibility, two other intrinsic motivations.

Barriers are always there in educational access and delivery in Afghanistan. In this regard, the current study found that the lack of teaching and learning resources, stable and quality internet, and the ban on girls' education made it hard for Afghan teachers to continue to teach. In contrast, these barriers hindered learning and teaching but didn't prevent these brave Afghan women from continuing the mission of teaching Afghan girls.

Extrinsic motivation may be helpful in promoting specific behaviors or quick outcomes, but the intrinsic motivation must also be developed in tandem with it. Since intrinsic motivation is driven by internal factors like interest, curiosity, and a sense of purpose, it is seen to be more enduring and advantageous to long-term learning and personal improvement. To promote student engagement, autonomy, and a genuine love of learning, teachers should work to build a balanced plan that includes both extrinsic and intrinsic motivators.

In conclusion, the study can argue that motivation plays an undeniable role in education. Strong desire and motivation could lead to bring positive change. These Afghan teachers are hoping to bring positive change with their initiative. The study provides that motivation was inseparably important during the ban, but intrinsic motivation was more significant than extrinsic motivation. The study recommends that international organizations find and support these brave Afghan teachers in order to make their motivation sustained. On the other hand, it provide new insights into a scholarly discussion on Afghan girl's education.

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