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Exploring the Determinants of Teaching Quality in Academic Institutions of Afghanistan

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KEYWORDS

Teaching skills, expertise, teaching quality, personal skills, and planning

ABSTRACT

The present study has been conducted as an examination, identification, and analysis of the determinants of teaching quality in Academic institutions of Afghanistan. The research focused on the ranking of fundamental and determinative components of teaching quality. The research population consisted of 180 members of the faculty from various universities across the country, selected using a simple random sampling method. Data collection was carried out using a questionnaire, which was designed structurally based on the Likert spectrum and theoretically supported by multiple teaching quality theories. Cronbach's alpha was used for questionnaire reliability, and the results were satisfactory ($\alpha = 0.95$). Data were analyzed using various statistical methods, including KMO, Bartlett, factor analysis, analysis of variance, Pearson correlation, regression, and coefficient of variance, using SPSS and EViews software. The findings of this research suggest that teaching skills, expertise, and individual and personal skills are among the key components contributing to the improvement of teaching quality and can have a significant impact on the quality of teaching in Afghan educational institutions. In conclusion, the research results confirm the research hypothesis that teaching skills, expertise, and personal qualities enhance teaching quality in higher education sector of Afghanistan.

1. INTRODUCTION

Higher education systems, as the most prominent manifestation of investing in human capital, play a crucial role in the training and provision of efficient human resources. These systems allocate a significant portion of the country's budget to themselves and have a determining role in various dimensions of the society, including economic, social, cultural, and political aspects. Therefore, ensuring the desirable quality of their performance is indispensable to prevent the loss of human and material capital and to have the capability to compete in the future world, where quality is the primary indicator for the sustainability of any organization. In the past, there were different expectations from higher education that have gradually changed in the shadow of scientific and technological advancements. Quality of higher education is now considered as one of the effective factors in achieving policies of economic, social, and cultural development (Croom, 2003)**.** The pursuit of educational and research quality is among the constant endeavors of higher education systems and universities (Alston & Wiliams, 2003).

Universities are purposeful entities characterized by both qualitative and quantitative dimensions, and their balanced and harmonious growth should occur concurrently in both qualitative and quantitative aspects. This is because quantitative growth of universities and higher education institutions, without considering quality, leads to issues such as dropout rates, unemployment, illiteracy and low literacy among graduates, a lack of creativity, and ultimately the wastage of financial and human resources (Haygoog & Others, 2004) **.**A study conducted by Lomas at the Imperial College London revealed that there is no single drug or solution that can cure all the ailments affecting the quality of higher education institutions. Instead,

it emphasized the need to focus on a culture of quality, the high teaching and research capabilities of new faculty members, the importance of education, the sustainable professional development of staff members, and a thorough evaluation of faculty members. (Lomas, 2004) .

Quality in higher education institutions is achieved by attaining objectives and confirming general and acceptable criteria. Ensuring quality and its criteria imply the existence of planning and regular review of that plan to determine acceptable standards in higher education, research, and organizational structure. This is currently in place and will continue to grow. (Pazargadi & Others, 2005) .In 2016, Khosravipour and colleagues conducted a research study to identify and rank the factors influencing the quality of teaching. They utilized ordinal regression to demonstrate that among the six main illuminating indicators of teaching quality, three specific factors that includes teaching skills, personal and interpersonal skills, and planning contribute the most to the overall teaching quality in academic institutions. The Spearman correlation coefficient revealed a positive and significant relationship between teaching experience and the quality of teaching.

In light of the above considerations, it has been determined that one of the most crucial factors influencing the efficiency and effectiveness of the higher education system, as emphasized, is the quality of teaching by faculty members. Considering these aspects, teaching, and improving its quality, forms the foundation of approaches and strategies that universities incorporate into their programs. Therefore, the identification and ranking of fundamental factors affecting the quality of teaching, followed by their improvement to instill positive motivation in students, enhance the quality of higher education, and cultivate capable and proficient graduates, are imperative for fostering learning and improving the overall learning experience. The Ministry of Higher Education in Afghanistan, in its pursuit of enhancing teaching quality, has defined eleven main criteria and 49 sub-criteria encompassing various dimensions of teaching and research quality. Efforts are made to apply these standards to enhance teaching quality in academic institutions. However, it is indispensable to identify and rank the fundamental factors of teaching quality and subsequently improve them to create positive motivation in students and generate knowledge.

Hence, this research aims to evaluate the quality of teaching and examine the explanatory indicators of teaching quality in Afghan academic institutions. The study endeavors to identify, rank, and assess the effectiveness of the most significant indicators of teaching quality, seeking to develop a systematic model for factors influencing teaching quality from the perspective of academic faculty members in Afghanistan. The main goal of this research is to test the following hypotheses:

- ✓ Teaching skills, expertise, and personal attributes are among the key indicators contributing to the improvement of teaching quality in Afghanistan;
- ✓ Teaching skills and expertise significantly impact the improvement of teaching quality;
- ✓ There is a significant relationship between personal attributes and the improvement of teaching quality in the higher education sector in Afghanistan.

2. REVIEW OF THE LITERATURE

In the year 2023, Tayeb and Ahmadzai conducted a research article titled "The Impact of Quality Higher Education on Economic Development in Afghanistan." Their findings revealed that the mutual relationships between industry and universities, the creation of employment opportunities, technological advancements, and the utilization of scientific research results in formulating policies for relevant sectors, along with informed decision-making, serve as representatives of quality higher education, contributing to the economic development of Afghanistan. In a study conducted by Brightman and others in 1993 to investigate the determinants of teaching quality, it was found that classroom organization, effective lesson delivery and lectures, appropriate interaction with students, and students' sense of success are among the factors that determine teaching quality. It was emphasized that universities and the higher education sector should pay attention to these aspects.

In another study by Choudhary and Singh in 2022, titled "Meta-Analysis of Influential Factors on Teaching and Learning in Higher Education," the teaching method was identified as a factor in a dynamic model with a moderate direct relationship with students' educational outcomes. Furthermore, it was added that the method, quality of study, and educational attainment directly impact the teaching process and its outcomes.

In a research study conducted in Bangladesh to identify the determining factors of teaching quality, considering the students' prior knowledge that may result in different perceptions of the quality of higher education, several significant factors were identified. The expectations of students for scholarships, extracurricular activities beyond the formal curriculum, the educational attainment of their dependents, age, their previous academic achievements, and the university where they are engaged in their academic pursuits all have a meaningful impact on students' perception of the quality of higher education. Furthermore, the post-graduation job and career status moderately influence students' perceptions regarding the quality of higher education (Akareem & Hossain, 2016). In a research study conducted to examine quality assurance methods for achieving effective and efficient teaching in private universities in the city of Jeddah, Saudi Arabia, the findings led to the

presentation of four methods for improving teaching. These methods include MKP[1], MMP[2],MAP[3], and MAP[4]. A significant portion of these methods is related to quality assurance in the context of improving teaching, encompassing practices such as receiving feedback for improvement, integrating teaching and research affairs, educating all staff on quality assurance for better advancement of academic matters, reducing bureaucracy, and preventing repetitive tasks. Each of these methods serves as effective approaches in ensuring quality and enhancing the teaching process (Hariri, 2021).

The research conducted at the University of Tehran, focusing on the influential factors of teaching quality in higher education by the faculty members of the College of Agriculture and Natural Resources, utilized a descriptive survey and questionnaire tools. The study identified five major factors reflecting a cumulative 74.82% of the total variance. Consequently, the research introduced these factors as influential elements on teaching quality. These factors, in order, include instructional planning, teaching skills, skills related to comprehension and understanding, expertise, and individual capabilities, each contributing 19.52%, 17.97%, 17.93%, 10.95%, and 9.15% of the total variance, respectively (Ghonji and Others, 2015).

Prahalad and Hamel express that competence is the total of abilities, commitments, knowledge, and skills that enable an individual (or organization) to effectively perform in a specific job or role. Since each level of responsibility has unique conditions, competence can manifest at different stages of an individual's life or each stage of their career. Competence as a central concept in management theory has been affirmed and supported by Prahalad and Hamel. According to them, core competence is a specific factor that plays a fundamental role in organizing the business or functioning of an organization's employees. Such competence includes three criteria (competitors cannot easily imitate it, it is a crucial factor in developing products and markets, and it plays a significant role in the benefits and advantages that consumers will receive). The core competence section indicates that an individual has a strong foundation, enabling them to acquire greater competency for a job. The researcher states that these competencies are necessary for the quality of teaching in educational institutions. It is suggested that attention should be paid to improving the quality of teaching in educational institutions, as improving and ensuring the quality of teaching may not be possible without these core competencies (Prahalad & Hamel, 2006).

Salimi and Ramezani conducted a research study in 2014 at the University of Kurdistan and the Medical Sciences University in Sanandaj on the evaluation of the teaching quality of faculty members. They found that the academic discipline of faculty members, their teaching experience, and the university they are affiliated with, as well as the research conducted by faculty members, have a significant relationship with the quality of their teaching. However, no significant correlation was observed between gender and teaching quality. Given the importance of assessment in improving the quality of teaching in the higher education system, the researchers recommend that the continuous assessment of the teaching quality of professors should be carried out with the aim of enhancing the current state (Salimi & Ramezani, 2014).

3. RESEARCH METHODOLOGY

This research employs a quantitative research method to draw scientific and logical conclusions and examine the explanatory indicators of teaching quality in Afghan higher education institutions. The primary data for this research is collected through the Likert spectrum questionnaire, and parameters and the effectiveness of explanatory variables on the dependent variable are estimated. Based on expected evidence, conclusions are drawn regarding estimators on the subject. The statistical population of this research includes Alberoni University, Kabul University, Kabul Education University, Polytechnic University, Salam University, and Dawat University. The sample size consists of 180 individuals, including 13 doctoral, 103 masters', and the rest at the undergraduate level. Simple random sampling was employed to form the sample size.

The questionnaire used in this research has a Likert-scale structure and draws on multiple theoretical frameworks in this area, as discussed in the research background. Questions in the questionnaire are weighted from one to five, with one being very low and five being very high. Various software tools, including EXCEL, SPSS, and EVIEWS, are used for calculations, such as data preparation and display in EXCEL, model estimation in the context of Afghanistan and relevant tests in SPSS and

[1] Must-Keep Practices
[2] Must-Modify Practices
[3] Must-add Practices
[4] Must- avoid Practices

EVIEWS for model performance evaluation.

The research first ensures the questionnaire's reliability by using Cronbach's Alpha test, examines the sample size adequacy using the KMO[5] test, and investigates the variable interdependence through the Bartlett test. To validate the research model, ANOVA[6] is employed, and various tests, including Pearson, exploratory factor analysis, Varimax rotation, and regression, F-Stat, P-Value, R-Square, and D W, are used for logical inference and hypothesis testing.

4. RESEARCH FINDINGS

Reliability and Confidence Test of the Questionnaire: To assess the reliability of the questionnaire, the Cronbach's Alpha test has been employed, yielding a coefficient of 0.95 for all the proposed questions. This high coefficient indicates excellent reliability and overall satisfaction with the questionnaire.

Ranking of the Research Variables

After examining the reliability of the questionnaire in the current study, a ranking of variables has been carried out. To accomplish this ranking, the analysis of variance has been employed, and the findings resulting from this analysis are presented in Table No. (1):

Table No. (1): Ranking of Variables by Using Analysis of Variance (Ranking of Variables to Assess the Quality of Teaching in Afghanistan Academic Institutions)

VARIABLES	MEAN	Std. D	CV	RANK
Conducting Mixed Evaluations of Students	4.65	0.835	0.179675	1
Lecturer Presence in the Classroom with a Defined Schedule	4.57	0.957	0.209387	2
Consideration of Expertise in Subject Matter Allocation	4.54	0.953	0.209755	3
Attention to Maintaining Order in the Classroom	4.61	0.983	0.213456	4
Professional Appearance in the Academic Environment	4.56	0.993	0.217602	5
Interpersonal Relationships Among Faculty Members	4.62	1.020	0.22072	6
Incorporating Theoretical Frameworks Through Case Studies	4.52	1.000	0.221075	7
Consideration of Students' Suggestions and Opinions	4.62	1.021	0.221127	8
Sense of Commitment and Responsibility Among Professors	4.58	1.035	0.226188	9
Attention to Keeping Course Materials Up-to-Date	4.52	1.065	0.235749	10
The Educational Level and Its Impact on Teaching Quality	4.41	1.039	0.235936	11
Faculty Members' Self-Confidence Level	4.42	1.046	0.236772	12
Student Opinions and Stakeholder Input in Crafting Course Policies and Teaching Improvement Plans	4.39	1.065	0.242332	13
Faculty Members Perspectives on Students	4.51	1.116	0.247412	14
Utilizing Student-Centered Teaching Methods	4.39	1.090	0.248417	15
Appropriate Interaction with Students	4.51	1.121	0.248835	16
Professors Emphasis on Research and Authorship Activities	4.42	1.118	0.252913	17
Focus on Promoting Students' Motivation and Interest in Research	4.37	1.123	0.257209	18
Utilizing Innovative Technology in the Teaching Process	4.32	1.117	0.258417	19
Flexibility in Conducting Classes in Special Circumstances	4.32	1.116	0.258541	20
Enhancing Lecture Notes and Other Course Materials Enrichment	4.44	1.154	0.259948	21
Lecturers Accessibility for Non-Classroom Consultations with Students	4.49	1.179	0.262733	22

[5] Kaiser-Meyer-Olkin

[6] Analysis of Variance

Alignment of Course Content with the Job Market	4.26	1.178	0.27673	23
Proposing Effective Strategies to Achieve Teaching Objectives: A Collaborative Approach Between Faculty and Department	4.21	1.201	0.285081	24
Attention to Cultivating Students' Interest and Motivation for Learning	4.19	1.236	0.295131	25
Attention to Innovation Among Students for Project Execution	4.15	1.226	0.295366	26
Utilizing Diverse Assessment Methods for Grading Purposes	4.21	1.245	0.296005	27
Alignment of Theoretical Courses with Practical Application	4.14	1.238	0.298659	28
Setting Learning Objectives During the Teaching Process	4.11	1.277	0.310556	29
Consideration of Students' Prior Knowledge Levels	4.06	1.321	0.325262	30
Sharing on Results from Various Assessments with Students	4.02	1.335	0.33233	31
Establishing a Connection Between Previous and Current Course Content	3.98	1.328	0.333976	32
The Effectiveness of Designing Learning Objectives	3.97	1.328	0.334853	33
Pursuing Course Policy During Instruction	3.90	1.370	0.351405	34
Student Engagement in Research Activities and Projects	4.04	1.487	0.367593	35
Attention to Delivering Courses within a Defined Schedule	3.79	1.405	0.370301	36
Teaching Across Different Academic Levels	4.03	1.504	0.373389	37
Observance of Ethical Considerations	4.00	1.510	0.377436	38
Clarity in Teaching by the Instructor	3.74	1.426	0.380963	39
Brief, Timed Assessments	4.04	1.567	0.387494	40
Ensuring Justice and Non-Discrimination	4.03	1.564	0.387746	41
Conveying Concepts in an Understandable Manner	3.63	1.438	0.396341	42
Instructor Satisfaction with the Teaching Profession	3.99	1.605	0.401758	43
Introduction of Diverse and Relevant Resources for Each Course	3.49	1.463	0.41925	44
Student Enrollment	3.38	1.450	0.428687	45
Utilization of Diverse Teaching Methods	3.35	1.485	0.443404	46
Faculty Participation in Domestic and International Conferences	3.25	1.464	0.45052	47
Access to Educational Support Resources	3.19	1.457	0.456227	48
Job Security Perception	3.08	1.433	0.464868	49
Value of Leadership Commitment to Academic and Research Activities	3.01	1.457	0.483867	50

The above table outlines the ranking and prioritization of factors determining the quality of teaching in educational institutions in Afghanistan. This implies that, among the 50 determining factors of teaching quality in Afghanistan Academic institutions, evaluations conducted by students from the perspective of instructors are ranked first. The presence of faculty members in the classroom with a defined plan is ranked second, and attention to expertise in content distribution is ranked third. Maintaining order during teaching activities is placed in the fourth tier, job security perception is ranked 49th, and finally, the value placed by university leadership on academic and research activities of faculty members is identified as the 50th influential factor on teaching quality in Academic institutions in Afghanistan.

Factor Analysis of the Questionnaire: Before conducting factor analysis, it is necessary to perform the Kaiser-Meyer-Olkin (KMO) test for sample adequacy and the Bartlett test to assess the presence of correlations among the variable data. The results are presented in Table (2).

Table No.(2): The KMO and Bartlett Relsults			
KMO Quantitative Value	**Chi-Square of Bartlett**	**Degree of Freedom**	Sig
0.886	13771.207	1225	**.000**

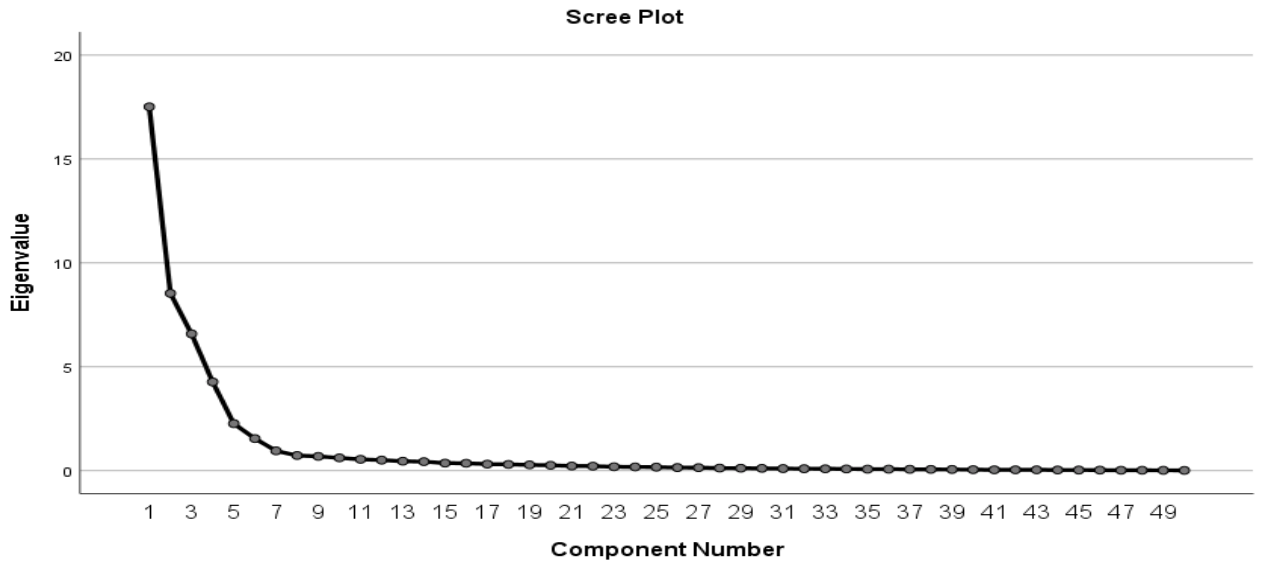
The KMO value (0.886 > 0.81) indicates sample adequacy, and the significance of the Bartlett test at a 0.05 level suggests that there is a meaningful relationship among the collected data, rejecting the null hypothesis that the correlation matrix is an identity matrix. Therefore, in the researched population, there is a non-zero correlation, and a significant relationship exists. Based on this correlation, factor analysis is justified. Principal component analysis and scree plot analysis have been employed to identify the principal indicators determining the quality of teaching. Efforts have been made to extract the principal indicators that reflect the quality of teaching in Afghanistan higher education institutions. The findings are presented in Table (3).

Table (3): Fundamental Indicators Extracted Considering Eigenvalues and Their Variance

Component	Before Rotation			After Rotation		
	Eigenvalue	% Variance	Total Variance	Eigenvalue	% Variance	Total Variance
1	17.511	35.021	35.021	12.649	25.299	25.299
2	8.532	17.064	52.085	9.167	18.334	43.632
3	6.581	13.163	65.248	8.609	17.218	60.85
4	4.269	8.537	73.785	4.872	9.744	70.594

In the above table (Table 3), the principal indicators explaining the quality of teaching are described. This means that the factors determining the quality of teaching are divided into six principal indicators, which can account for 81.38% of the total questionnaire variance. Since two indicators among these six assigned fewer than three variables to themselves, they were removed, resulting in the final identification of four indicators. These four indicators can be proposed as the primary indicators of teaching quality in Afghan academic institutions and serve as representative indicators of teaching quality, as mentioned in Table 2. This concept is also illustrated in the scree plot graph below.

To identify the key indicators of teaching quality in Afghanistan higher education institutions, a Principal Component Analysis was employed, resulting in the categorization of determining factors into four primary indices, as outlined in Table



3. Utilizing theoretical support, as explained in the research literature, and employing the Varimax rotation method, the main indicators defining teaching quality were named and their correlation with each determining factor is presented in Table 4. The first factor is designated as "Specialized Skill," encompassing 16 sub-variables (sub-determinants), explaining a total variance of 25.299%.

The second factor, termed "Teaching Skill," is predominantly associated with pedagogical competencies, consisting of 10 sub-variables and explaining 18.334% of the total variance. The third factor addresses "Personal and Individual Skills," focusing on individual competencies. This factor, named "Personal Skill," includes 13 sub-variables and explains a total variance of 17.218%. The fourth factor, emphasizing environmental, organizational, and supportive factors, is named "Organizational and Supportive," comprising 5 sub-variables and accounting for 9.744% of the explained variance. Table 4 illustrates the variables constituting each principal index along with the extracted coefficients (weights determining the principal determinant).

Table No. (4): Variables Constituting Each Principal Indicator (Principal Component) Considering their Determining Weights

Variables	Principal Indicators(Principal Components)			
	Expertise	Teaching Skill	Personal Skill	Org.& Sup. Factors
Utilizing Innovative Technology in the Teaching Process	0.934			
Incorporating Theoretical Frameworks Through Case Studies	0.933			
Utilizing Student-Centered Teaching Methods	0.922			
Alignment of Course Content with the Job Market	0.904			
Flexibility in Conducting Classes in Special Circumstances	0.872			
Attention to Cultivating Students' Interest and Motivation for Learning	0.871			
Focus on Promoting Students' Motivation and Interest in Research	0.871			
Attention to Keeping Course Materials Up-to-Date	0.861			
Attention to Innovation Among Students for Project Execution	0.843			
Proposing Effective Strategies to Achieve Teaching Objectives: A Collaborative Approach Between Faculty and Department	0.841			
Alignment of Theoretical Courses with Practical Application	0.841			
Consideration of Expertise in Subject Matter Allocation	0.839			
Conducting Mixed Evaluations of Students	0.832			
Professors Emphasis on Research and Authorship Activities	0.825			
The Effectiveness of Designing Learning Objectives	0.817			
Enhancing Lecture Notes and Other Course Materials Enrichment	0.782			
Sharing on Results from Various Assessments with Students		0.951		
Attention to Delivering Courses within a Defined Schedule		0.949		
Setting Learning Objectives During the Teaching Process		0.947		

Pursuing Course Policy During Instruction		0.938		
Establishing a Connection Between Previous and Current Course Content		0.936		
Clarity in Teaching by the Instructor		0.933		
Introduction of Diverse and Relevant Resources for Each Course		0.914		
Conveying Concepts in an Understandable Manner		0.899		
Utilization of Diverse Teaching Methods		0.897		
Consideration of Students' Prior Knowledge Levels		0.888		
Utilizing Diverse Assessment Methods for Grading Purposes			0.915	
Interpersonal Relationships Among Faculty Members			0.837	
Professional Appearance in the Academic Environment			0.811	
Attention to Maintaining Order in the Classroom			0.81	
Consideration of Students' Suggestions and Opinions			0.803	
Lecturer Presence in the Classroom with a Defined Schedule			0.771	
Sense of Commitment and Responsibility Among Professors			0.759	
Student Opinions and Stakeholder Input in Crafting Course Policies and Teaching Improvement Plans			0.755	
Faculty Members Perspectives on Students			0.747	
Appropriate Interaction with Students			0.741	
The Educational Level and Its Impact on Teaching Quality			0.722	
Lecturers Accessibility for Non-Classroom Consultations with Students			0.701	
Faculty Members' Self-Confidence Level			0.667	
Job Security Perception				0.962
Value of Leadership Commitment to Academic and Research Activities				0.959
Access to Educational Support Resources				0.952
Faculty Participation in Domestic and International Conferences				0.947
Student Enrollment				0.938

The four obtained indices, determined by various variables, align with theoretical foundations. In consideration of these, an analytical and comparative model, incorporating independent and dependent variables, has been designed. This model, supported by theoretical underpinnings, is formulated to estimate and examine teaching quality in Afghanistan higher education institutions.

Given the above-executed methodology for estimating and assessing teaching quality in Afghanistan higher education

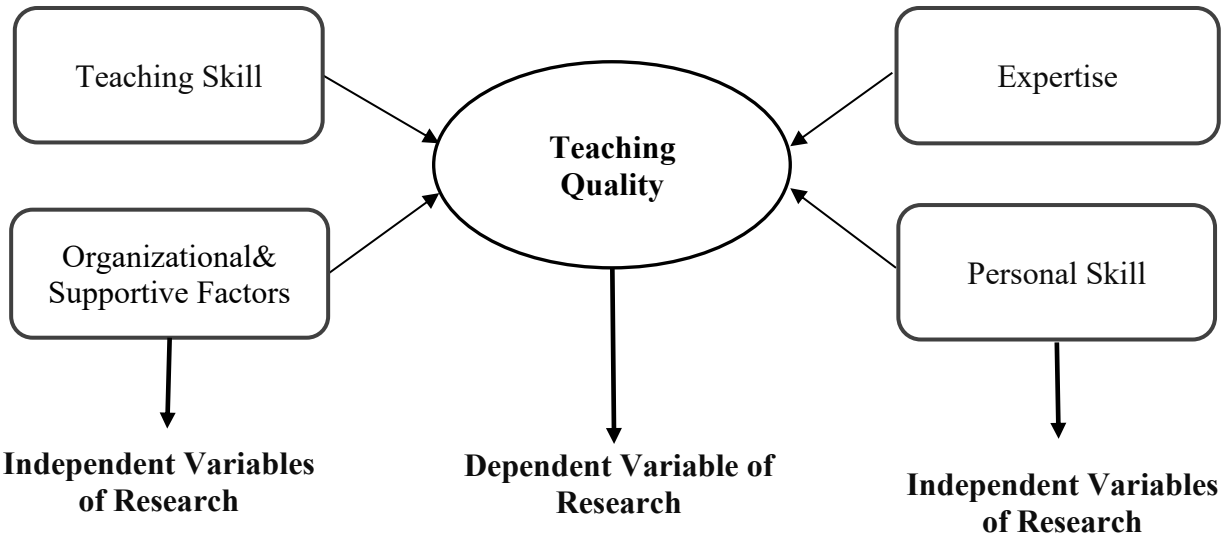


Figure No. (1): The Implementation Model of Research

institutions, a step-by-step regression model has been designed for research implementation in the following manner.

$$Y = \beta + \beta 1X1 + \beta 2X2 + \beta 3X3 + \beta 4X4$$

The above econometrical model represents the research model, where Y is teaching quality, β represents the coefficient, x1 denotes specialized skill, x2 represents teaching skill, x3 stands for personal and individual skill, and x4 represents planning and support. Before drawing logical and scientific inferences, it is necessary to analyze the variance of the model considering the theoretical framework of the research. In this regard, the current study first delves into the analysis of variance. The results of this analysis indicate that the model is only meaningful for three main variables (0.005 > 0.000). The ANOVA results are presented in the following table.

Table No.(5): The Results of ANOVA Analysis			
The Number of Indep. Variables	**Degree of Freedom**	**F-Stat**	**Sig**
3	3	224.619	**.000**
Independent Variables: Specialized Skill, Teaching Skill and Personal Skill			

The above analysis utilizes teaching skills, specialized skills, and personal and individual skills as independent and explanatory variables in the regression model. The results of this analysis are presented in the following table.

Table 6: Results of Explanatory Variables on Teaching Quality Using Stepwise Regression						
Variable	**Beta**	**Std. Error**	**T**	**Sig.T**	**R-Square**	**Adjusted R-Square**
Teaching Skill	0.307	0.021	14.84	0	0.793	0.789
Expertise	0.298	0.028	10.819	0		
Personal Skill	0.268	0.032	8.345	0		
Constant=0. 290		F= 69.643		Sig.F=0.000		

Given the R-squared value of the independent variables in the current study, it can be estimated that 79.3% of the variations in the dependent variable (teaching quality) can be predicted. Considering the results of the above table, the regression model of the research can be expressed as follows:

$$Y = 0.290 + 0.307x1 + 0.298x2 + 0.268x3$$

The equation above explains that a change in the teaching skills of faculty members as an indicator can result in a 0.307% change in teaching quality. Similarly, the specialized skills of faculty members in Afghanistan higher education institutions can lead to a change in teaching quality by 0.298%, and finally, the personal and individual skills of faculty members can contribute to a change in teaching quality by 0.268% in Afghanistan higher education institutions.

5. CONCLUSIONS AND POLICY RECOMMENDATIONS

Higher education carries three primary missions, encompassing education and teaching, research, and service provision, each of which holds a distinct and significant role. Among these, a heightened emphasis has been placed on the quality of teaching, given its crucial impact on the learning outcomes of students treated as products. Consequently, the present research aims to identify key indicators influencing the quality of teaching and to explore its effects on the overall teaching quality. To derive logical and truthful conclusions, various statistical and econometric methods were employed in this research. The reliability of the questionnaire used in the study is indicated by a numerical value of alpha (0.95).

The research results reveal the utilization of analysis of variance, among the sub-indicators of teaching quality, in mixed-method exams, the instructor's presence in the classroom with clear planning, attention to expertise in distributing subjects among academic staff, adherence to order and discipline in classes, the aesthetic presentation in the academic environment, offering theoretical content using case studies, consideration of student opinions and recommendations, attention to the currency of course materials, a sense of commitment and responsibility among faculty members, the academic degree of instructors, consideration of student opinions in curriculum development, and operational plans for teaching improvement are among the factors that can significantly impact teaching quality in Afghan educational institutions.

In the second phase, factors such as appropriate student engagement, faculty attention to research activities, the incorporation of technology, flexibility in class scheduling, enrichment of course materials, use of various teaching methods, alignment of theoretical courses with practical applications, goal setting during teaching, consideration of students' prior knowledge, pursuit of curriculum policies, and student participation in research activities are identified as influential in enhancing teaching quality in Afghan educational institutions. Factors such as ethical considerations, clarity in teaching, justice, instructor satisfaction with the teaching profession, student-to-faculty ratio, and access to educational aids are among those that have a relatively weaker impact on teaching quality.

To determine and obtain the main research indicators, factor analysis was employed, resulting in the identification of four principal indicators. With these in mind, a regression model was designed for the research. The Kaiser-Meyer-Olkin (KMO) value of 0.88 indicates sample size adequacy, and Bartlett's test, considering alpha (0.05), signifies a logical relationship among the research variables. The secondary variables of the research were classified into main indicators, including expertise, teaching skills, personal and individual skills, and planning, using the Varimax method.

ANOVA results for model validation indicate that, among the primary indicators, only expertise, teaching skills, and personal skills are statistically significant as determinants of teaching quality in Afghanistan higher education institutions. Subsequently, a stepwise regression analysis was employed to estimate teaching quality improvement and its effects. Teaching skills contribute to a 0.307% improvement in teaching quality, expertise contributes 0.298%, and personal skills contribute 0.268% to the enhancement of teaching quality in Afghanistan higher education institutions. Therefore, teaching skills, expertise, and personal skills emerge as fundamental indicators for improving teaching quality in Afghanistan higher education institutions. Accordingly, a regression model was formulated, where teaching skills take the lead, followed by expertise and personal skills. The findings and conclusions affirm the alternative hypothesis, asserting that teaching skills, expertise, and personal skills are key indicators for enhancing teaching quality. These factors can positively influence the improvement of teaching quality in Afghanistan. Based on these results and conclusions, the following recommendations are proposed to relevant government and private sectors, particularly to the esteemed Ministry of Higher Education in Afghanistan:

- ✓ To enhance the quality of teaching, it is essential to elevate the teaching skills of instructors;
- ✓ Faculty members should focus on enhancing their specialized skills, along with achieving scholarly and subject mastery. Furthermore, fostering motivation and cultivating students' interest in essential and necessary learning is crucial;
- ✓ Giving more attention to linking theoretical lessons with practical applications through the implementation of case studies is essential;
- ✓ To enhance the quality of teaching, faculty members should also focus on individual skills;

To enrich the course content, attention should be directed towards aligning academic materials with market needs

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