



UNIVERSITI PUTRA MALAYSIA

**TRAINING NEEDS OF SECONDARY SCHOOL MATHEMATICS
TEACHERS IN THE YEMEN REPUBLIC**

ABDULHAMEED AHMED DAWOD.

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IN THE YEMEN REPUBLIC**

By

ABDULHAMEED AHMED DAWOD

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia, in
Fulfilment of the Requirements for the Degree of Doctor of Philosophy**

June 2005



**This thesis is dedicated to my parents, my brothers
and sisters my wife and children. I would also
like to record my thanks and appreciation to
all members of my family**



Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment of the requirements for the degree of Doctor of Philosophy

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Chairman: Associate Professor. Mohd Ibrahim Nazri, PhD

Faculty: Educational Studies

There is a need to conduct a research on identifying the training needs, which is considered one of the most essential components of a staff development programme. The present status of planning in-service training programmes and workshops for Mathematics teachers in Yemen lacks appropriate methodology and a systematic and comprehensive assessment of the trainees' needs. In addition, no attention has been paid to systematically identify in-service needs for Mathematics teachers of secondary schools in Yemen.

The purpose of this study was to identify the training needs of secondary schools Mathematics teachers in two urban cities Sana'a and Amran. The study focused on training needs as perceived by secondary school Mathematics teachers, supervisors and school administrators and identified the teachers' current practices of Mathematics teaching in secondary schools.



The sample of the study was a sample six hundred and twelve consisting of 389 Mathematics teachers, 34 supervisors and 189 school administrators using a stratified random sampling technique.

To obtain the data two instruments were used: (i) the new questionnaire was designed by the researcher. The questionnaire classified in-service training needs (59 items) into five categories which include: implementing of Mathematics instruction, planning of Mathematics instruction, evaluation of students in Mathematics instruction, diagnosing students' needs in Mathematics instruction and classroom management. (ii) The observation instrument was modified and developed by Shian Leou (1998) which consisted of 35 items covering four domains, teaching skills, material organization and presentation, management of the learning environment and teaching attitudes. The observation was conducted among 30 secondary school Mathematics teachers in the classes and a video camera was used to record the lessons.

Data were analyzed using the SPSS computer programme. The means, standard deviations, frequency and percentages were computed for the criteria indicators and independent one-way ANOVA and t-test were computed to determine significant differences between the means of the groups.

The findings of the study revealed that all the training needs represented necessary needs for Mathematics teachers in secondary schools and the teacher's current practice of Mathematics teaching was generally weak. These findings indicated highest needs in implementing of Mathematics instruction, followed by planning of Mathematics



instruction, evaluation of students in Mathematics instruction, diagnosing students' needs in Mathematics instruction and classroom management.

The One-Way ANOVA revealed that there are no significant differences in perceptions of training needs between teachers, supervisors and school administrators in all domains. As for the variable of experience, a significant difference was found in the domains of classroom management and evaluation of students in Mathematics instruction.

The effect of the t-test showed that there is no significant difference between male and female teachers in all domains. However, a significant difference was found between a variable of with educational and without educational background in the domain of evaluation of students in Mathematics instruction.

The results of this study were consistent with previous findings in other specialization studies; therefore, it is recommended that a future study should do a comparative study on the training needs among Mathematics teachers in secondary schools and primary schools. A future replication of this study with comparison with other countries is necessary.

Abstrak tesis yang dipersembahkan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

**KEPERLUAN LATIHAN GURU-GURU MATEMATIK SEKOLAH
MENENGAH DI REPUBLIK YEMEN**

Oleh

ABDUL HAMEED AHMED DAWOD

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Terdapat keperluan untuk mengendalikan satu kajian untuk mengenalpasti keperluan latihan dan sebagai salah satu daripada komponen paling penting daripada program pembangunan staf/kakitangan. Status terkini perancangan program latihan dalam perkhidmatan dan bengkel untuk guru-guru matematik di Yemen mendapati kekurangan kaedah yang sesuai dan penilaian yang sistematik serta komprehensif yang diperlukan oleh pelatih tambahan. Dan juga tiada tumpuan yang diberikan untuk mengenalpasti keperluan dalam perkhidmatan bagi guru-guru matematik daripada sekolah menengah di Yemen. Tujuan kajian ini dilakukan adalah untuk mengenalpasti keperluan latihan untuk guru-guru matematik di sekolah menengah di dua buah kawasan Bandar iaitu di Sana'a dan Amran. Kajian ini difokuskan dengan keperluan latihan sebagaimana yang diperlukan oleh Guru-guru Matematik Menengah, penyelia dan guru-guru besar serta untuk mengenalpasti kaedah pengajaran terkini matematik guru-guru di sekolah menengah. Sampel kajian ialah seramai 612 orang sampel, terdiri daripada 389 guru



matematik, 34 penyelia dan 189 guru besar yang mana susunannya adalah secara teknik persampelan rawak.

Untuk mendapatkan data, dua kaedah telah digunakan, Kajiselidik baru telah direka oleh pengkaji. Kajiselidik diklasifikasikan sebagai latihan dalam perkhidmatan (59 item) dan dibahagikan kepada 5 kategori merangkumi pelaksanaan pengajaran matematik, perancangan pengajaran matematik, penilaian pelajar dalam pengajaran matematik, mengenalpasti keperluan pelajar dalam pengajaran matematik dan pengurusan kelas. Alat pemerhatian telah diubahsuai dan dibangunkan oleh Shian Leou (1998) yang mana mengandungi 35 perkara merangkumi 4 bidang, kemahiran mengajar, peralatan organisasi dan persembahan, pengurusan suasana pembelajaran dan sikap dalam pengajaran. Pemerhatian telah dijalankan di dalam kelas ke atas guru-guru di 30 buah sekolah menengah dan kamera video telah digunakan untuk merekod rakaman. Data-data kemudiannya di analisis menggunakan program komputer SPSS merangkumi purata, sisihan piawai, frekuensi dan peratus telah dibina sebagai kriteria-kriteria petunjuk dan one-way ANOVA bebas dan ujian t, telah dikira untuk menentukan perbezaan yang nyata di antara purata kumpulan-kumpulan.

Penemuan daripada kajian mendedahkan bahawa semua keperluan latihan diperlukan segera oleh guru-guru matematik di sekolah menengah dan kaedah pengajaran terkini oleh guru-guru matematik adalah secara umumnya tidak memuaskan (lemah). Penemuan paling tinggi diperlukan ialah dalam pelaksanaan pengajaran matematik, penilaian pelajar dalam pengajaran matematik, mengenalpasti keperluan pelajar dalam pengajaran matematik dan pengurusan kelas.

One-way ANOVA pula mendedahkan bahawa tiada perbezaan yang nyata dalam persepsi keperluan latihan di antara guru-guru, penyelia dan guru besar dalam semua bidang yang dinyatakan. Berkaitan dengan kepelbagaian pengalaman, perbezaan yang nyata ditemui dalam bidang pengurusan kelas dan penilaian pelajar dalam pengajaran matematik.

Kesan daripada ujian t menunjukkan bahawa tiada pembezaan yang nyata di antara guru lelaki dan guru perempuan di dalam semua bidang. Bagaimanapun, perbezaan yang nyata telah ditemui diantara kepelbagaian pendidikan dan bukan pendidikan dalam bidang penilaian pelajar dalam pengajaran matematik.

Keputusan daripada kajian ini adalah konsisten dengan penemuan sebelum ini dalam kajian pengkhususan yang lain, jadi adalah dicadangkan bahawa kajian yang akan datang dapat menumpukan kepada perbandingan kajian tentang keperluan latihan di kalangan guru-guru matematik di sekolah menengah dan guru-guru di sekolah-sekolah rendah. Peperiksaan kajian di masa akan datang dengan perbandingan dengan Negara yang lain adalah diperlukan.



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I certify that an Examination Committee met on 17th June 2005 to conduct the final examination of Abdulhameed Ahmad Dawod on his Doctor of Philosophy thesis entitled "Training Needs of Secondary School Mathematics Teachers in the Yemen Republic" in accordance with Universiti Pertanian Malaysia (Higher Degree) Act 1980 and Universiti Pertanian Malaysia (Higher Degree) Regulations 1981. The Committee recommends that the candidate be awarded the relevant degree. Members of the Examination Committee are as follows:

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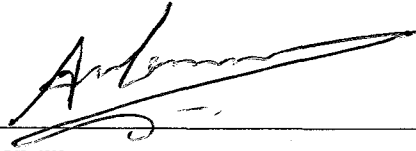
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DECLARATION

I hereby declare that the thesis is based on my original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previously or concurrently submitted for any other degree at UPM or other institutions.



ABDULHAMEED AHMED DAWOD

Date : 19/AUG/2005

TABLE OF CONTENTS

	Page
DEDICATION	ii
ABSTRACT	iii
ABSTRAK	vi
ACKNOWLEDGEMENT	ix
APPROVAL	x
DECLARATION	xii
LIST OF TABLES	xvii
LIST OF FIGURES	xix
 CHAPTER	
I INTRODUCTION	1
Problem Statement	5
Objectives of the Study	8
Research Questions	9
Significance of the Study	10
Limitations of the Study	12
Definitions of Terms	13
II LITERATURE REVIEW	16
Background about of Education in Yemen	16
Yemen	17
Growth of the Education System in Yemen	18
Education in Yemen before 1962	18
Teacher Education in Yemen before 1962	21
Education in Yemen after 1962	22
Financing Education in Yemen	30
Problems of Educational in Yemen	30
Teacher Education in Yemen	31
In-service Training Programs in Yemen	38
Remarks about the In-Service Training Programs in Yemen	42
Training Needs assessment	44
Definition of Training needs	44
Importance of Training Needs	45
Model of Training Needs Assessment	53
Method of Identifying Training needs	70
Demographic Differences in Teachers Training Needs	72
In-Service Training	74



	Definition of Training	74
	In-Service Training	75
	Justifications for Teachers' In-service Training	78
	Teaching of Mathematics	82
	Mathematics Teachers Education	86
	In-Service Training Programs for Mathematics Teachers	89
	Teaching competencies of Mathematics Teachers	93
	Previous Studies Related of the Study	98
	Studies on Teachers Training Needs	98
	Studies on Mathematics Teachers Training Needs	108
	Discussions of the Related Literature	115
	Characteristics of this Study	122
	Summary	123
III	METHODOLOGY OF THE STUDY	124
	Research Design	124
	Research Framework	125
	Rational and Justification for Using Survey Method	128
	Location of Study	129
	Population	129
	Size of Sample	132
	Sample of the Study	132
	Rational of Selecting as a Sample	135
	Instrumentation	137
	Rational of the Use of Questionnaire	137
	Design the Questionnaire	138
	Validity and Reliability of the Questionnaire	140
	Translation of the Instruments	142
	Reliability	142
	The Final Questionnaire	143
	Instrument of Observation	144
	Validity and Reliability of the Observation	145
	The Final Observation	146
	Data Collection	147
	Applying the Questionnaire Tool	147
	Applying the Observation Tool	148
	Data Analysis	149
	Questionnaire	150
	Observation	150
IV	ANALYSIS OF THE DATA	152
	Introduction	152
	The Profile of Respondent	154
	Training Needs of Mathematics Teachers	154



Ranking of the Domains Research Question	163
Planning of Mathematics Instruction	165
Implementation of Mathematics Instruction	167
Classroom Management	170
Diagnosing Students' Needs in Mathematics Instruction	171
Evaluation of Students in Mathematics Instruction	173
Differences by Mathematics Teachers, Supervisors and Headmasters	175
Differences of Position	178
Differences by Teaching Experience, Gender and Academic Qualification	179
Teaching Experience	180
Years of Experiences Differences	183
Gender	185
Gender Differences	188
Academic Qualifications	189
Academic Qualifications Differences	192
Teachers' Current Practices	194
V SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS	200
Summary	200
Discussion the Findings	203
Planning of Mathematics Instruction	207
Implementation of Mathematics Instruction	208
Classroom Management	209
Diagnosing Students' Needs in Mathematics Instruction	209
Evaluation of Students in Mathematics Instruction	210
Years of Experiences	214
Gender	216
Academic Qualifications	218
Findings Observation Tool and Questionnaire Tool	222
Conclusions	225
Implications	226
Recommendations	228
Suggestions	233
REFERENCES	234
APPENDICES	
A-1	248
A-2	259
A-3	264
B-1	269
B-2	273
B-3	277



C-1	280
C-2	281
D-1	282
D-2	283
E	284
F-1	285
F-2	286
G	287
H	288
I	292
BIODATA OF THE AUTHOR	294



LIST OF TABLES

Table		Page
2.1	Students Enrolment Growth after 1962	20
2.2	Qualification of the Teachers before the Revolution 1962	22
2.3	Teachers Enrolment Growth after 1962	36
3.1	Population of Secondary Schools, Math Teachers and Headmasters in Sana'a City and Amran	131
3.2	Sample of Secondary Schools, Math Teachers and Headmaster	134
3.3	Reliability of the Questionnaire	143
3.4	Domains of the Questionnaire	144
3.5	Reliability of the Observation	145
3.6	The Domains of the Observation	146
3.7	Summary on the Types of Analysis and Tests	151
4.1	The profile of Respondents	154
4.2	Mean and Standard Deviation of Highest Training Needs Items	157
4.3	Mean and Standard Deviation of Moderate Training Needs Items	160
4.4	Mean and Standard Deviation of Lowest Training Needs Items	161
4.5	Mean, Standard Deviation and Rankings of Training Needs Domains	164
4.6	Mean and Standard Deviation of Training Needs for Planning Mathematics Instruction	166
4.7	Mean and Standard Deviation of Training Needs for Implementing Mathematics Instruction	169
4.8	Mean and Standard Deviation of Training Needs for Classroom Management	171
4.9	Mean and Standard Deviation of Training Needs for Diagnosing Students' Needs	172



4.10	Mean and Standard Deviation of Training Needs for Evaluating Students	174
4.11	Mean, Standard Deviation and Rankings of Categories According to Position	177
4.12	Differences by Position (Teachers, Supervisors, and Principals)	179
4.13	Years of Experience Distribution of Mathematics Teachers	180
4.14	Mean, Standard Deviation and Rankings of Categories According to Years of Experience	182
4.15	Differences by Years of Experience	185
4.16	Gender Distribution of Mathematics Teachers	186
4.17	Mean, Standard Deviation and Rankings of Categories According to Gender	187
4.18	Differences by Gender	189
4.19	Academic Qualifications Distribution of Mathematics Teachers	190
4.20	Mean, Standard Deviation and Rankings of Categories According to Academic Qualifications	191
4.21	Differences by Academic Qualification	193
4.22	Mean and Standard Deviation of Highest Teachers' Current Practices	196
4.23	Mean and Standard Deviation of moderate Teachers' Current Practices	197
4.24	Mean and Standard Deviation of Lowest Teachers' Current Practices	199



LIST OF FIGURES

Figure		Page
2.1	The ladder of Education in Yemen	27
2.2	Formulation of Define the Training Needs	42
2.3	How to Determine Training Needs (Laird, 1985)	52
2.4	Training Needs Assessment Model (Camp, 1993)	57
2.5	Training Need Assessment Process (Petersen, 1985)	61
2.6	Framework of training needs assessment (Stanley, 1987)	65
3.1	The Research Framework	98



CHAPTER I

INTRODUCTION

The improvement of the educational system in Yemen or in any other country is a purposeful project where teachers occupy a central position. The quality of education in a country, to a very large extent, depends on the quality of teacher education. Therefore, teachers play an important role in the success of any education system (Lourdusamy, 1994). The changes in prospective teachers' instructional practice mirrored their changes in beliefs, a finding consistent with the work of (Langrall, Thornton, Jones and Malone, 1996).

Despite the importance of the role of teachers in the achievement of the educational policy, such a role is still underestimated in the Yemenite educational policy. The reason is that teachers themselves still suffer from many kinds of weaknesses in performing their roles as teachers and educators hence the achievement of the educational objectives is usually crippled (Ahmad, et al. 1995). This can be observed in the different stages of the educational system. However, the secondary education is the most affected area because of weaknesses in the performance of teachers. In Yemen, many students failed in Mathematics courses according to the results from 1997 to 2001.

At the secondary stage of education Mathematics is at prime importance to inculcate in pupils the quantitative basics, and its application in the practical life, as the process of teaching Mathematics is eventually a conducive tool for better human intellect and to unveil the truth of events, and thereupon tactfully apply this truth to the facts of life.



The use of technology is an issue in most countries in terms of defining the role it should play in the teaching of Mathematics and how teachers should be educated to use technology. Many teachers lack the expertise to use such technologies (Bishop, 1996). Moreover, Mathematics derives its crucial importance from the critical importance of the secondary education, which is regarded as the most substantial and momentous stage of education, whereby youth are trained to meet both the present and future epistemic needs. Furthermore, at this critical stage, there are noticeable physiological and mental growths, that mark the appearance of early adolescence. Besides, higher education is, after all, a natural extension of the secondary learning phase. (Batanero, and Wenzelburger, 1994).

Since teachers are the essential element in the educational process, the improvement of their educational knowledge and teaching skills through a continuous training programme is no more than an extension of the pre-service training period, which requires to be fully maintained. An essential aspect of teacher education that is recognized as important for teacher professional development are the teaching practices (Conant, 1963; Zeichner, 1990). As a matter of fact, the increasing and rapid development of science and technology calls for an effective continuous training that adapts teachers' knowledge and skills with the requirements of such a development in terms of understanding, assimilation and making use of the new method of Mathematics teaching.



Based on the importance of the secondary school teachers' role as well as the position of Mathematics as a discipline in the whole curriculum, Mathematics teachers training needs in this study takes into account to the following considerations:

- A well-qualified teacher through an efficient training programme based essentially on his actual training needs is likely to succeed in performing his mission in fulfilling the requirements of the society's cultural, social and economic development.
- Secondary education in Yemen is an extended stage of the fundamental education, which paves the way for graduate education. Therefore, it emerges as an important step in educating the majority of the population.

Improving skills and knowledge of the teachers through training is one of the most popular human resource management activities and important agenda in many private in-service, pre-service colleges.

According to the American Society for Training and Development Report (2001), more than 30 billion dollars were spent for employee development per year. The training costs are increasing each year and teacher education needs to plan effective training programmes in order to improve the educational performance. Competency-based training was viewed as the foundation for reform in vocational and post-compulsory education (Beavers, 1993 and Smith & Keating, 1997) and the means of increasing skill levels and performances. Efficient and effective training programmes are needed to produce competent teachers in order to achieve the development goals of the country.

In Yemen, teacher training programmes do not reflect the actual needs and concerns of those teachers since they have been developed with out the consideration of those teachers' needs (Abu Zeyd, 1996).



But how can a planner be sure that all training programmes that they have conducted were the training needed by their teachers. Training needs assessment is considered the first and most important step by almost all experts on training management and design in designing and developing a successful training programme. Training needs analysis involves the process of information gathering and analysis to identify the right training to be conducted and the right teachers to be trained within the context of their teaching and education.

The in-service training programmes considered are the essential elements toward the improvement of teachers' educational performances. If the training programmes are conducted to instill new behavior or attitude for employees, the training evaluation should be planned to measure the changes in employees' attitudes and behavior after attending the training (Yee, 2001). The reason is that such programmes aim to resolve the negative aspects of weakness and failure in teachers' performances while performing their mission. The rarity and weakness of the periodical training sessions that aim to improve the teachers' professional background and development of those training programmes out of the consideration of the actual training needs of the teachers, may impede the achievement of the objectives of those training programmes (Radman, 2000).

This is particularly the case of those who had not had the opportunity to be subjected to the needed training. Rather, they were involved in the service because of the persisting need of teachers in the Yemenite schools (Ministry of Education, 2000). Therefore, the formulation of any programme to improve their educational performance must be necessarily set upon the identification of their training needs.



Problem Statement

The process of teaching-learning in the republic of Yemen still experiences many weaknesses hence the educational output is unable to satisfy the increased needs to improve the whole social and economic conditions of the country. Undoubtedly, this is due to the different types of weaknesses in the educational input of the above-mentioned processed curriculum, teacher and learner (Al-Shamy, 2000).

Despite the importance of the whole input of the teaching-learning process, the teacher remains the most important element, rather, the essence of such a process (Ahmad, 1995). Such a fact requires a specific concern about the problem of teacher training and its function in relation to the requirements of the contemporary civilization. Additionally, a large decline in the students' academic achievements can be easily observed in the Yemenite secondary schools as the rate of failure in the general certificate examinations has reached 35 percent (Al-Khawalda et al, 1995). Through the analysis of the examination results provided by the Ministry of Education between the academic years of 1997-2001, it has been indicated that the majority of students failed in Mathematics courses in the secondary schools as mentioned by AL-Shami, 2000, Johnson, 2000, Daowd, 1998 and Abu-Zeid, 1996 confirmed that to the main cause of this phenomenon is related to the shortcoming of Mathematics teachers' competence as indicated by Leou, 1998. In 2001, a report from the training division of the Education Ministry confirmed the necessity of studying teachers' training needs. Hence, teachers' competences depend on their qualification in the pre-service and in-service training. In turn, this type of training requires certain knowledge concerning the professional needs