New Mathematics Text Books for Secondary schools in Afghanistan
Teacher’s Views

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ABSTRACT

Education is one of the personal human rights of individuals. It is very valuable right for an individual or a whole society to be educated. This study has been done to know teachers’ views about problems and challenges that teachers face during teaching of mathematics text book in upper secondary.

As we know mathematics education is necessary for development of mental discipline and capacity. It helps student in critical thinking and increase their power of analyzing the world. In Afghanistan, post-conflict country educational bases have been destroyed by three decades war. There is need to improve education, especially, teachers’ education in order to improve mathematics teachers education in Afghanistan. A fact that we face with, because of thirty years of war, the teachers proficiency remained imbalance. Also Afghanistan remained back in education but new text book is the biggest change in education toward a good quality in education. For example in the past more subjects like math, algebra, geometry and etc. were taught individually, in many separate books but now these are incorporated into one book. In addition, each subject was taught by one teacher but now one teacher has to teach all of them alone. Statistics and probability are the new subjects in the new textbooks which were not in the curriculum in the past. The survey has not been made about the textbooks up to now.

Questionnaires was distributed to 70 teachers in different provinces. In this study for data collection and gaining teacher view on this regard teacher participate from deferent provinces (Kabul, Ningarhar or and Paktia). It has been found that the new textbooks are better designed than the old textbooks and are based on the modern teaching and learning materials while the old textbooks are designed on the old system of learning and teaching system. On the other hand, teachers like and prefer the new textbooks for students learning and they claim that new textbooks contain better mathematics knowledge and contents which are more useful for students learning.
ACKNOWLEDGEMENTS
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I am thankful to Dr. Pia Karlsson and Dr. Amir Mansory for their struggle and efforts through the program. I am also thankful to my professors in Karlstad University who helped me a lot to accomplish this Master program, specially my supervisor Dr. Arne Engström for their solid engagement in my learning experience.

I want to thank my colleague in TTC who helped me and facilitated my work when I was writing my thesis and different school teachers who accompanied me in my journey of writing thesis.

At last I want to thank my family members, specially my sisters and my husband who helped me and support me during writing of my thesis.
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ABBREVIATIONS

MOE: Ministry of Education
INTRODUCTION
Background

Afghanistan is located in the south of Asia. It is surrounded by China, Iran, Pakistan and the former Soviet states of Turkmenistan and Tajikistan. Afghanistan was a place of war for 30 years. And this unstable and continues war in Afghanistan effect its education, economic and political bases. There for today Afghanistan is a one of poorest country in the world (Mowahed, 2009).

There is need to improve education, especially, teachers’ education in order to improve mathematics teachers education in Afghanistan (Mowahed, 2009). “All of us would like to think that education bestows the kinds of attitudes, skills and abilities which promote social and economic development” (Saha, 2011, cited in Daun and Stromqvist, 2011, p.21). As Saha (2011) stated education is one of the personal human rights of individuals. It is a very valuable right for an individual or a whole society to be educated because it has natural benefits and returns for individuals, for instance they can read and write, develop skills and empower themselves. Educated and professional people can produce economy and stabilize their own society through active participation in social affairs with their government.(cited in Daun&Stromqvist, 2011)

The main purpose of mathematics education is the mathematization of students thinking. Mathematics provides students with clarity of thoughts and work on some assumptions help students to logical thinking. (Niss, 1996)

Afghan education system

Afghanistan is one of the countries, which have its own system of education. As you during past 30 years war a large number of people remain uneducated. While our new curricula based on modern knowledge and our teacher who have the past knowledge don’t know how to teach students .our new curricula has made in 10 years past, but still we have problems because we haven’t professional teacher to teach new curricula in Afghanistan curricula was renewed during the past one decade. Now Afghan students study mathematics in three level, which are primary level (1-6), Lower secondary level (7-9) and upper secondary level (9-12). In primary level, students seek how to count and how to use numbers. In lower secondary level and upper secondary level, students study different parts of mathematics, like geometry, triangonometry, algebra, function, integral and etc. Furthermore, probability and statistic are new subjects included in (7-12) grades. These subjects are new for teachers, because we study statistic and probability in university. But the curriculum was developed on modern basis .In Afghan schools; teachers don’t talk about usage of mathematics. So math subject become borig for students and a large number of students don’t take interest in math’s period. They complaints that teacher doesn’t know about mathematics and this has bad consequences on the relations between student and teachers.

Problem, need, and perspective in educational curriculum of Afghanistan

For improving education especially mathematic education there is need to understand teacher’s difficulties and which problems they face in Afghan society and education system. Poverty, Low salaries, the lack of professional teacher, lack of teaching materials are the basic problems teachers face in Afghanistan. The previous curriculum was not according to the current developments of science and technology. c) The previous curriculum couldn’t meet the current needs of Afghan society. it makes difficult to implement new educational curriculum.. This problem creates obstacles in the way of education development programs. Low salaries and poor economic condition for teachers is one of the main barriers to broaden the education system. In Afghanistan, teachers get low paid salaries which are, even not enough for their basic needs of their life. So usually, the economic situation of Afghans is not good. In the result, teachers try to do many jobs to take their
life on suitable directions. In this situation teachers do not have enough time to study their subjects and they do not follow the rules of teaching. Teachers dictate knowledge to the students and the students learn the knowledge without any analyzing (Friere, 1996). Additionally, poverty is factor that slow down the implementation of development plans in country. Furthermore, during past ten years significant step has been taken to improve teachers’ training in country. Afghan education system still faces the lack of professional teachers. In result, it makes difficult to implement new educational curriculum. Moreover, Afghan teachers face the lack of teaching materials in libraries, laboratories, internet and lack of parental support in development of teaching aids (moe,2011).

Progress and development of education is depending on security and stability. A considerable number of teachers and students are prevented from going to schools, due to insecurity and lack of stability. In addition, in Afghanistan a large number of students in school caused to set up two or three shifts which decrease the time of teaching. This reduction of time negatively affect in the full implementation of new curriculum and new textbooks (MoE, 2010).

Poverty, low salaries, the lack of professional teachers lack of teaching materials are the basic problems teachers face in Afghanistan.(Moe,2012)

**Problem area**

As you know that the curriculum is developed on standard and modern basis but teachers and students are facing various challenges. A fact that we face with, because of thirty years of war, the teachers proficiency remained imbalance. Also Afghanistan remained back in education but new text books are the biggest change in education toward a good quality in education. For example in the past more subjects like math, algebra, geometry and etc. were taught individually, in many separate books but now these are incorporated into one book. In addition, each subject was taught by one teacher but now one teacher has to teach all of them in alone. Statistics and probability are the new subjects in the new textbooks which were not in the curriculum in the past. The survey has not been made about the, textbooks up to now. As we know mathematics is necessary for development of mental discipline and capacity. It helps student in critical thinking and increase their power of analyzing the world. So in the result, mathematics education enables students to meet society demands and as well as mathematics education enable students to meet every day private life (Niss, 1996). So this study important for authors of curriculum department and MOE, because through this study authors will know about problems of books and they will try to handle them. As we as MOE manage programs to handle teachers problem related to books and improve education in Afghanistan.

**Aim**

To find out teachers’ views about the new mathematics textbooks in upper secondary schools.

**Research Questions**

- What are teachers’ views on the new math textbooks?
- Do teachers with different sex, educational background and teaching experience have different views?
LITERATURE REVIEW
Challenges and problems that teachers face in teaching with the new mathematics textbooks

The importance of mathematics education

Education is one of the personal human rights of individuals. It is very valuable right for an individual or a whole society to be educated because it has natural benefits and returns for individuals, for instance they can read and write, develop skills and empower themselves. Educated and professional people can produce economy and stabilize their own society through active participation in social affairs with their government. Additionally, democracy can be established where educated people are living (Saha, 2011, cited in Daun & Stromqvist, 2011). Education for all avoids discrimination that finally educates all the people and increase professional members of the society (cited in Daun & Stromqvist, 2011).

As we know that mathematical contents are accurate and topics of the mathematics are connected to each other, logically in the structure. Additionally, mathematics is a system of numbers and symbols, which show the idea, and phenomena of the physical world (Thompson, 1984). So it is the responsibility of the teacher to create free and suitable environment in which student has the dare to answer the questions of the teacher and explain their ideas. Teacher should control the discussion between students to develop the lesson. Teacher should allow students to say their ideas without any fears and respond to answer, teacher should act to support the ideas delivered by the students (ibid).

Additionally mathematics education is necessary for development of mental discipline and capacity. It helps student in critical thinking and increase their power of analyzing the world. Additionally, mathematics is pure science, so educators should acquire it. Because it causes to perform intellectual activities and get valuable experience. Similarly, mathematical activities develop personality through co-activation, while geometry helps to improve perception, comparison of magnitude and shape, and develop logical thinking of student. By improving computation skills, student can solve computational functions. Mathematics is essential for information function which based on understanding of history, evolution of today’s institutions such banking insurance, which created by the society and deal with social numbers. Furthermore, mathematics help students in sociological functions which deal with development of awareness of problems that faces by institutions. Additionally, mathematics can be used in solving socio problems. So in result, mathematics education enables students to meet society demands and as well as mathematics education enables students to meet every day private life (Niss, 1996).

The main purpose of mathematics education is to mathematisation of students thinking. Mathematics provides students with clarity of thoughts and work on some assumptions help students to logical thinking. There are many types of thinking, a student can learn in mathematics, for example the ability to handle abstraction and the ability to solve problems. Access to quality mathematics is the right of every student. According to Chairperson et al (2006), mathematics education at the elementary stages should help students to prepare for the challenges they face further in life. In our vision, school mathematics takes place in a situation where children learn to enjoy mathematics. Children learn the importance of mathematics. Mathematics is a part of chil-
Children life experiences which they talk about. Children pose and solve meaningful problems. Children understand the basic structure of math. Teacher expects to engage every child in class (ibid, p.3). Additionally, mathematics shows the way of doing things. Mathematics gives students the ability of solving problems. Generally, math help the students to have the right attitude for solving problems and the ability of attack all the kinds of problems. Mathematics has close relationship with culture, as Bishop (1988) states that culture plays a basic and fundamental role in teaching and learning of mathematics. The study of relationship between culture and mathematics is called ethno mathematics. Culture includes complexity of shared understanding, through which human minds interact in communication with each other (Presmeg, 2007). According to Nickson (1999), culture is not visible but in practically gets the student and teacher together in one mathematics classroom. Furthermore, Ascher (1995), explained ethno mathematics, is the mathematical window on other cultures. About the need of ethno mathematics, Bishop (1988) said that culture plays important role in teaching and learning mathematic education as well as ethno mathematics is necessary for development of mathematical knowledge namely, counting, locating, measuring, designing, playing and explaining (ibid).

**What is Curriculum, Afghan Curriculum?**

Curriculum has been defined differently but in general, all the subjects, topics and contents of teaching and learning are called curriculum. By other means, here we can discuss the “What” of teaching and learning to differentiate with the “How” of the teaching and learning. Among those who make educational decisions, curriculum is mostly meat to refer to expectations for teaching which are set out in frameworks and documents. Many researchers of mathematics education use the term for those materials and resources that are designed for teachers to use in the classrooms (Stein et al, 1989).

However, there is difference between the curriculum which is made and written in the papers and the curriculum intended by the teacher, but all these meanings are important and related to each others. The temporal phases, interpretative and interactive processes constitutes curriculum. Written curriculum, intended curriculum and finally enacted curriculum are the temporal phases and they have straight impacts on the students learning. Written curriculum is a formal curriculum which is designed by authorities in the papers. Intended curriculum is the teachers’ plans, beliefs and opinions to teach the written one, or how to teach the written one. Enacted curriculum is the interaction between student and teacher. In fact it is that what takes place practically in the classrooms. It may be different from what is in teacher’s mind or put out in the lesson plan. Finally, the implementation of these phases has direct impacts on the students learning (ibid).

The new Afghan curriculum has been developed and revised based on Islamic principles and national and international standards particularly active learning principles. The curriculum department has tried to improve mathematics curriculum according to students’ daily life and Afghanistan priority for reconstruction and development (Moe, 2010). According to Moe (2010), the main aim of Moe to provide students with modern textbooks and learning materials according to new curriculum, based on Islamic principles and national rules, in light of modern education, standards and present and future needs of society. The curriculum department has tried to improve mathematics curriculum according to students’ daily life and Afghanistan priority for reconstruction and development (Moe, 2010). According to Moe (2010), the main aim of Moe to provide students with modern textbooks and learning materials according to new curriculum, based on Islamic principles and national rules, in light of modern education, standards and present and future needs of society.
Challenges that teachers face with curriculum change

Adolphus (2011), talks about problems of teachers and students and change of curriculum in Nigeria. Failure of curriculum to relate the understanding of math of students to their environment. In result, students don’t know the importance of mathematics in his day to day life. Each new curriculum has always keep teachers unaware because according to curriculum members they are not involved in developing curriculum. The Nigeria education system structure is in a way where curriculum, teacher training and classroom practice are three separate activities, therefore curriculum change take place without teacher training who will use them in school. No ability of teaching materials such books, resources, workbooks and etc. for pedagogical demand of curriculum. In addition, according to Collage Board (2010) research teachers face many problems in their class for example class size, shortage of teachers aid, pressure to meet curriculum demands, parental support, Absenteesum, lack of resources, family engagement and cheating and plagiarism.

Now I want to explain the abovementioned problems in details. Class size affects learning process, because during teaching some students get the lesson but some students need more practice and help. When class size is big then teacher face too pressure. First, if he teaches according to period and time, then many kids get result less but if get slow for understanding of students then time shortage is a critical point. So class size should be around twenty three students (cited in Collage Board, 2010).

The second factor that affects the learning process is curriculum. Curriculum should be prepared with teachers suggestions because according to some teachers some lessons need more time to teach. But according to curriculum demands teacher has to move to next lesson on next day whether some students didn’t understand the previous lesson. Sometimes, it is a teacher who knows what is best and really needed in classroom.

The third factor is parental support. Mathematic is a subject who needs more focus and hard work in caparison to other subjects. It is clear that during mathematics period students become tired soon. There is need for parental support. So parents should make sure that their children are get rest, fed and ready for learning. Students also need parents support in their homework. So for education to be effective, teacher needs the support of their students’ parents.

The other factor that creates problems for mathematics teachers is Absenteesum. Some students don’t come to school. In the result, they miss a lot of work to do. When they come on next day they cannot follow the learning period because of missing some important points of subject. In case, school become boring for them and many students are on the risk of dropping out of school. So educators need to do work together to keep students in school. The reason of absentism are many, like sickness, helping parents, doing many jobs and etc (ibid).

Some teachers face with problem of lack of resources, especially lack of technology resources. Some teachers state that how they can teach students the learning skills without knowing technology. They don’t know how to use technology and search for new methods of teaching. And it is essential for students to learn these skills if they are to compete in today’s fast phase global society (ibid).

The role of mathematics text books

“The text book determines the curriculum. The text book is also the introducer of the content in curriculum. Whenever a new content is incorporated in the curriculum, text books have to be produce to introduce this new content. Most teachers learn the new materials through textbooks and then designs their teaching”(Lai lin, 1986,p.556)
The main goal of mathematics text books is familiar students with concepts of math skills, and problem solving strategies. (ibid)
The text books are reproduced for progression of learning process and knowledge of teachers and students. Text books offer many possibilities for organization of learning process
- "From practical experience to theory
- From practical exercise to theoretical background
- From statement to examples and illustration
- From examples and illustration to observation and analysis" (Seguim, 1989, p.19)

Teacher guide and text books
Teacher guide play the role of instructional tool for the teachers, it help teacher to facilitate his work (content to be taught and pedagogical methodology to be followed).
Teacher guide book recommend some goals the teachers should try to achieve from students.
- "Clear definition of general and specific concepts which are to be achieve by the pupils.
- Suggested learning activities
- Education material to be used
- Procedure for evaluating pupils result
- Evaluation should prelims continues assessment, to revise certain aspects of content where pupils success rate are too low." (ibid. p.24)

Textbook revision (Comparison of the old and the new textbooks)
"Textbooks are one of the most important educational inputs. Textbooks reflect basic ideas about a national culture and often flash point of cultural struggles and controversy" (Pingel, 2010, p.7).
He states that perhaps the most important fact is to determine what goal the textbooks are designed to achieve. Are they to be primary resource of information, builders of reading, writing and critical thinking skills? (ibid, p.8). The revision of textbooks has many effects for example financial pressure for structuring new textbooks for their printing and distribution to schools (transportation costs and salary of curriculum department members are include in financial pressure of textbooks revision (Groba et al, 2004). Additionally, for arranging new textbooks, there is need for resources, students and teachers viewpoint to know the obstacles in current textbooks. Furthermore, with the revision of new textbooks teachers face problems in applying new textbooks in class. For example, low qualification of teachers, lack of information about pedagogical contents of new textbooks (ibid).

During the interim government of Afghanistan, based on the following needs, a new single curriculum was set and drafted by a commission consisted of Afghan scholars. (a) There was not a single curriculum across the country. (b) The previous curriculum was not according to the current developments of science and technology. (c) The previous curriculum couldn’t meet the current needs of Afghan society. The new methodology active learning which is acceptable worldwide, is used in drafting new textbooks, therefore, students are kept active in the class. In new textbooks, structure of a lesson is consisted of three phases, starting, middle and the final. In starting phase of a lesson, students are given motivation to learn the lesson. Middle of the lesson is contents of the lesson which are learnt by students through conducting a series of activities. The final phase is consisted of evaluation and homework. Contents are provided according to educational, literature, age and choice of the students. In new textbooks, teacher has a role of instructor and facilitator in regard to learning process and instead of transferring of the subjects, teachers emphasize on method of learning, experience and solution. in the past more subjects like
math, algebra, geometry and etc. were taught individually, in many separate books but now these are incorporated into one book. In addition, each subject was taught by one teacher but now one teacher has to teach all of them in alone. Statistics and probability are the new subjects in the new textbooks which were not in the curriculum in the past.

Every lesson of new textbook is divided into three parts. Starting of the lesson, students’ activities or group work, evaluation and exercise of the lesson. While these points are not used in the previous textbooks. Second, the new textbooks are designed with different colors which increase the interest of the students in studying books, while the previous were black and white. When I studied previous and new textbooks, I found some differences in their contents as well. Some components in upper secondary (10, 11, 12) grades textbooks are same to new textbooks, but the new ones have more details and explanation in comparison to the previous ones. Second difference is that some new mathematics issues are included in new textbooks which were never before. For example, complex numbers in grade 10 textbooks, metrics in grade 11 textbooks, usage of derivative, integral and implementation of integral in grade 12 textbooks.
METHODS

This study has been done to find the problems and challenge of mathematics teacher with the new mathematics textbooks (10th 11th 12th) grade, cause of problems and ways of solution. This research based on quantitative strategy. As Bryman (2012) said, quantitative research is a strategy which is associated with numbers and the data is quantified, while the qualitative research is mostly based on words which should be interpreted, constructed and inducted. The disadvantage of questionnaire is that it provides little opportunity for the researcher to check the truthfulness and gave the opportunity to respondent to answer the questions after thinking (Bryman, 2012).

The study took place in September 2013 and the duration of study was about three weeks. In this study for data collection and gaining teacher views on this regard teacher participate from deferent provinces (Kabul, Ningarhar and Paktia). I choose three areas, Kabul (urban) ,Ningarhar (Semi urban) and Paktia (rural), because in these areas teacher has same professional skills in knowledge and they are the product of same education system in country ,hence can represent teacher population in three areas. In this study about 70 teachers participated. Additionally in this study first the old text book and new text book were compared according to didactical and pedagogical aspect. I have explored which problems teachers face with new math text book and the cause of these challenges and the solutions according to teacher views. I have tried to make my questionnaire’s questions according to my RQ to find the suitable answers’ for my research question. I had two types of question in my questionnaire (open question and close questions.. After collection of data I made category of my open questions and then analysed them. I have 18 questions in my questionnaire but my many questions were not answered by teachers because teachers did not study the previous text books because they recently join teaching

Limitations

During my research I face many problems in some areas which are far from center. Some participant did not understand some question of questionnaire there for I had to explain some questions for them it was a big problem. Another limitation was that there were no previous research regarding my research topic (new mathematics text book for secondary level in Afghanistan) so my research cannot be compared with any previous research
FINDINGS
This chapter includes the findings from teachers regarding the teachers’ views and opinions about the new mathematics textbooks in upper secondary schools in Afghanistan. Teachers’ views and ideas about textbooks (the strengths and weaknesses of new textbooks, the problems and obstacles in teaching the new mathematics textbooks, comparison of new textbooks with old ones) have been collected and analyzed in the tables. A total of 70 teachers were surveyed in three provinces.

Respondents’ background

<table>
<thead>
<tr>
<th>Sex</th>
<th>Age group</th>
<th>Education Level</th>
<th>Teaching experience</th>
<th>Teachers' native language</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA</td>
<td>16</td>
<td>25</td>
<td>14</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Female</td>
<td>35</td>
<td>35</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The participants of the survey with the average age of 35 years old and mode of 25 years of age (most of participants age was 25 years old). Additionally the biggest number of participants was those who have experience of three years. The respondents were the teachers who teach to 10th, 11th and 12th grade but most of them were the teachers who teach to 12th grade.

Findings presented below are provided in three sections according to the RQs.
1. What are teachers’ views on the new math textbooks?
   - Challenges and problems of teachers with new textbooks.
   - Reasons of challenges when teaching new textbooks.
   - Teachers’ views on solutions
2. Do teachers with different sex, educational background and teaching experience have different views?
   - Gender differences in teaching math in schools.

Table 1. Mathematics teachers ‘views regarding the new math textbooks

<table>
<thead>
<tr>
<th>Q11: According to you the new textbooks are better than the previous textbooks?</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers' views</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>Agree</td>
<td>26</td>
<td>37</td>
</tr>
</tbody>
</table>
Table 1 clearly illustrates that most of teachers agreed that new textbooks are better than the old textbooks, as majority (37%) of teachers agreed and 13% strongly agree with this aspect, but on the other hand 23% of teachers strongly disagreed that new textbooks are better than the old textbooks.

Table 2. Teachers’ views about difficulties of new mathematics textbooks.

<table>
<thead>
<tr>
<th>Q10: Which part of the book is more difficult for you?</th>
<th>Teachers' views</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
</tr>
<tr>
<td>Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Geometry</td>
<td>6</td>
</tr>
<tr>
<td>Probability</td>
<td>38</td>
</tr>
<tr>
<td>Statistics</td>
<td>16</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>68</td>
</tr>
</tbody>
</table>

Table 2 clearly shows that the majority of teachers (56%) complain that probability is the most difficult subject in the books. Additionally, according to them (24%) the second most difficult subject is statistic, on the other hand teacher didn’t complain about traditional subject (algebra). Only 4% of teachers say that algebra is difficult subject in new mathematics textbooks.

When they were asked why they think the topics in the new textbooks are difficult, they expressed their reasons as shown in the below table 3.

Table 3. Teachers’ views about reasons of difficulty in math textbooks.

<table>
<thead>
<tr>
<th>Q9: Why?</th>
<th>teachers' views</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
</tr>
<tr>
<td>don’t study before</td>
<td>11</td>
</tr>
<tr>
<td>Content is not clear</td>
<td>29</td>
</tr>
<tr>
<td>It is new for you illustration are less</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>67</td>
</tr>
</tbody>
</table>
Most of participants (43%) complain about the less illustration of new concept in new whereas only 16% of participants say that these concepts are new for them and they don’t have information about them.

Table 4. Teachers’ views regarding the advantages of the new textbooks.

<table>
<thead>
<tr>
<th>Q18(a): could you please mentioned the advantages of new mathematics textbook?</th>
<th>teachers' views</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
</tr>
<tr>
<td>New book are colorful and have good quality</td>
<td>5</td>
</tr>
<tr>
<td>new books based on modern knowledge , new concept, has logical connection, and useful</td>
<td>19</td>
</tr>
<tr>
<td>book motivates the teacher to study more and increase knowledge of teacher and students.</td>
<td>11</td>
</tr>
<tr>
<td>it provide a fundamental step for higher education</td>
<td>2</td>
</tr>
<tr>
<td>book has practical aspect, has activates, teaching process intended in books</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
</tr>
</tbody>
</table>

Table 4 clearly illustrates the relative frequency of the teachers’ views regarding the new textbooks. From the table 4, we can see that minority (12%) teachers said that new books are colorful and have good quality and 46% teachers have mentioned that new books based on modern knowledge, new concepts and have logical connections and as well as 27% of teachers have responded that new textbooks can motivate the teachers to study more and to enhance the knowledge of both teachers and students. On one hand, 5% teachers agreed that the new textbooks facilitate the better steps for higher education. On the other hand, 10% teachers have mentioned that the new textbooks have practical perspectives for gaining higher educations for both students and teachers.

Table 5. The teachers’ views about the disadvantage of new mathematics textbooks.

<table>
<thead>
<tr>
<th>Q18 (b): could you please mentioned the disadvantages of new mathematics textbook?</th>
<th>teachers' views</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
</tr>
<tr>
<td>R:1: description of new concept is not enough, not gradual</td>
<td>9</td>
</tr>
<tr>
<td>2: have not logical connection</td>
<td>4</td>
</tr>
<tr>
<td>3: size is large; implementation of lesson plan is difficult</td>
<td>14</td>
</tr>
<tr>
<td>4: has got some mistakes in formulas and etc.</td>
<td>3</td>
</tr>
<tr>
<td>5) high level designs</td>
<td>9</td>
</tr>
<tr>
<td>6) few example</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
</tr>
</tbody>
</table>
Table 5 obviously explains that the most of the teachers complain about element number (1,4,5). As they mentioned that the new textbooks have not enough description of new concept, 21% teachers have responded that there is no logical connection between the concepts of the new textbooks. Minority of the teachers have said that the concepts of the new textbooks are very difficult and 9% of teachers have mentioned that the new textbooks have very few examples.

**Comparison of advantages and disadvantages of the new textbooks**

When I compared the advantages of new textbooks with disadvantages of new textbook, I found that most of the teachers think (46%) that the big advantage of new textbooks is that, new textbook are based on modern knowledge, new books has new concepts which were never before. Additionally, new concept has a logical connection and useful.

On the other hand (33%) of the teachers complain that the size of book is large and the implementation of lesson plan is difficult for them. Additionally, they argue that the description of new concepts is not enough, furthermore, the level of knowledge in textbook is upper than teachers and student knowledge. So it is clear that new textbooks are not in favor of teachers.

**Table 6. Teachers’ views regarding the advantages of the old textbooks.**

<table>
<thead>
<tr>
<th>Q19(a): could you please mentioned the advantages of old mathematics textbook?</th>
<th>teachers’ views</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
</tr>
<tr>
<td>the description of concept were clear and easy, example were enough, and exercise has a connection with lesson</td>
<td>25</td>
</tr>
<tr>
<td>size of the book was small, implementation of lesson plan was easy</td>
<td>8</td>
</tr>
<tr>
<td>the level of the book and student were in same level</td>
<td>7</td>
</tr>
<tr>
<td>practical example</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>43</td>
</tr>
</tbody>
</table>

Table 6 shows the advantages of the old textbooks in the teachers’ views. As we can see that the majority (58%) teachers have said that the descriptions of concepts were clear and easy, examples were enough, and exercises has a connection with lesson of old textbooks. 16% teachers have said that the old textbooks were written and designed according to the students level and were easier for students’ learning. 7% teachers have responded that the old textbooks have practical examples.
Table 7. Disadvantages of the old textbooks in the light of teachers’ views.

<table>
<thead>
<tr>
<th>Q19(b): Could you please mentioned the disadvantages of old mathematics textbook?</th>
<th>teachers' views</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>the concept of the book were not according to modern knowledge</td>
<td>13</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>the teacher process were not mention in books , as well , pic, collar, quality was not good, text mistakes</td>
<td>2</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>few example</td>
<td>2</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>exercise was not easy</td>
<td>1</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>repeated concepts</td>
<td>4</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>not motivate</td>
<td>2</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>has not practice aspect</td>
<td>1</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Table 7 clearly shows the disadvantages of the old textbooks. 52% teachers have said that the concepts of the old text books were not according to modern knowledge. As well as 8% teachers said that the teaching process was not mentioned in the books, as well as pictures, color, quality was not good. 16% teachers have mentioned that the concepts are repeated in all old textbooks. 4% teachers have mentioned that the concepts of old textbooks are not motivating. Same as this aspect of the old textbooks, 4% teachers have said that the concepts of the old textbooks have not practical connections with each other.

Teachers’ views on solutions

Table 8. Teachers’ views about handling the problems in the new textbooks.

<table>
<thead>
<tr>
<th>Q17: The ways to handle teachers’ problems in new text books?</th>
<th>teachers' views</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparing seminars for teachers to solve their problems in text books</td>
<td>27</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Having teachers suggestion before writing new text books</td>
<td>23</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>The ways to improve teacher qualification.</td>
<td>19</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>others</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Table 8 obviously modifies that majority of the teachers do more emphasis on Preparing seminars for teachers to handle the teachers’ problems in new text books. 33% teachers agreed that in order to handle the teachers’ problems in new textbooks, the teachers must be aware before writing and
distribution of the new textbooks, but minority of the teachers agreed that ways and solutions must be found to improve the teachers’ qualification.

**Comparison of advantages and disadvantages of old textbooks**
In the case of comparison the advantages and dis advantages of old textbooks, it is found that the big percentage of participants (58%) says that the description of concepts in old text books was clear and easy, examples were enough and easy, exercise has a connection with the lesson. While (52%) participants have said that the concepts in old books were not according to modern knowledge and they repeated in every grade. In result we can say that the old textbooks were in favor of teachers and they were satisfy with them.

**The other ways of solving teacher’s problems**
Some teachers argue that new concepts should be added gradually in the textbooks whereas in the new textbooks this point has not been observed. Additionally, according to some participant there should be a guidebook for teachers to solve their problems in the new textbooks. Guidebooks should have some extra information and solutions of exercise should be available in guide books for teachers. Furthermore, in some places which are far from center or provincial capitals faced with lack of professional teachers in schools and for well teaching of new textbooks, teachers should be professional trained. So MoE should increase the number of professional teachers in villages and districts. In Afghanistan, teachers get low paid salaries which are, even not enough for their basic needs of their life. So usually, the economic situation of Afghans is not good enough. In the result, teachers try to do many jobs to gain more money or at least to support their life and family on suitable directions. In this situation teachers do not have enough time to study their subjects and they do not follow the rules of teaching. So as (Friere, 1996) stated that teachers dictate knowledge to the students and the students learn the knowledge without any analyzing. Similarly some teachers say that in school libraries there is lack of resources of information. Some other teachers say that the size of books is huge and the teaching time is limited. A lesson of textbook has been arranged for 45 minutes while according to survey the schools’ timetable is giving 35 or 40 minutes for a period which is not enough.

**Gender differences in teaching math in schools**
More than half of the male teachers think that content and its logical connection and teachers’ profession has not been the big problem, they therefore ranked them very low. Half of the teachers believed that unfamiliarity to the textbooks was the big problem and they therefore raked this maximum while nearly 1/3 of the teachers did not know why it is difficult. More than half of the female teachers also believed that content and teachers’ qualifications are not big problems while teaching 10th, 11th and 12th mathematics textbooks and more than half of the female teachers perceived their unfamiliarity to the textbooks was the issue they face when teaching mathematics. Unlike male teachers, nearly half of the female teachers believed that a big issue is not clarity of the examples when teaching new mathematics textbooks.
DISCUSSION
This study includes the teachers’ views regarding the advantages and difficulties of new mathematics textbooks. As well as, while the teachers face during mathematics teaching in upper secondary schools and the ways to handle these problems. Therefore, it is very important to discuss the teachers views regarding teaching the new mathematics textbooks.

Teachers’ views regarding the advantages and disadvantages of new and old textbooks
This study found that the new textbooks compared to the old textbooks are better designed and prepare. As it has been clarified that majority of the teachers agreed that new textbooks are better that the old ones in upper secondary schools for teachers to teach them easily. Therefore it should be noted that this is the great advantage of the new textbooks. As MoE (2010) has also mentioned and noted that MoE (2010) plans to provide students with modern textbooks and learning materials according to new curriculum.

Also there are some other advantages of the new textbooks. As it must be mentioned that that more teachers do more emphasis that new textbooks are more colorful and have good quality. As well as, new books based on modern knowledge, new concept, has logical connection, and useful. On the other hand the new textbooks motivate the teachers a lot. This means that the teachers really enjoy while they teach the textbooks. As (Pingel, 2010) states, that perhaps the most important fact is to determine that for what goals the textbooks should be designed?

According fundamental step for higher education and the practical aspect, has activities, teaching process intended in books perspectives, the new textbooks are better prepared compared to the old ones and this the other important advantage of new textbooks.

On the other hand, the new textbooks have some disadvantages too. Therefore in this section, it should be more important to discuss the disadvantages of the new textbooks too. One of these disadvantages is that the new textbooks do not have very clear description. As majority of the teachers have mentioned that new textbooks are not well designed according the description of the mathematics concepts. As well as, more teachers have said that concepts of the new textbooks do not have logical connection with each other. Same as the above description, size is large; implementation of lesson plan is difficult, has got some mistakes in formulas and etc, level of book is upper than T and S level of knowledge and few example are the others main disadvantages of the new textbooks. I believe, the difference of Afghanistan mathematics education with western countries is that the western society achieves the values step by step instead in Afghanistan teacher do it by chance. Afghan teachers do not have any specific rate for doing so. Therefore Afghan students still suffer a lot of misunderstanding of mathematics. Bishop (1988) claims, one reason for mathematic development in western society is teaching mathematics through the activity objectively which is able to find the obstruct reality by mathematical symbols such as letters, numbers, pictures, modals, etc.

On the other hand old textbooks have some advantages as bellow: the description of concept were clear and easy, example were enough, and exercise has a connection with lesson, size of the book was small, implementation of lesson plan was easy, the level of the book and student were in same level and old textbooks have practical examples. As most of the teachers agreed
that old textbooks were easier and were more understandable for both teachers and students because they were familiar with the concepts and as well as the examples of old textbooks clearly define the mathematics concepts. So it is shown that old textbooks in some aspects were good compared to the new textbooks.

Also study found that old textbooks are engaged a lot that the exercises have better connection with the lessons and the exercises can follow the concepts in the old textbooks. As well as, majority of the teachers have mentioned that old textbooks were written according to the level of students learning. This can be advantages of old textbooks. To make the best and interesting learning of Afghan mathematics students, mathematics textbooks must be designed and prepared on both students and teachers learning level. As, (Pingel, 2010) states that perhaps the most important fact is to determine that for what goal the textbooks are designed to achieve. Are they to be primary resource of information, builders of reading, writing and critical thinking skills? In addition as for arranging new textbooks, there is need for resources, students and teachers viewpoint to know the obstacles in current textbooks. Furthermore, with the revision of new textbooks teachers face problems in applying new textbooks in class (Groba et al, 2004). To make best mathematics textbooks for Afghan students and teachers from better learning perspective, new versions of textbooks must be well organized from the level of both students and learning aspect. To design the new textbooks, designers should be well educated and well experts of mathematics.

Besides the above contradictory, study found that old textbooks have some other disadvantages regarding the teachers’ views. As about half of the teachers agreed that the concepts of old textbooks were not according to modern knowledge. As well as 8% teachers said that the teaching process was not mentioned in the books, as well as pictures, color, quality was not good. 16% teachers have mentioned that the concepts are repeated in all old textbooks. 4% teachers have mentioned that the concepts of old textbooks are not motivating.

Ways how to handle the teachers’ problems in the new textbooks?

There are some ways to handle the teachers’ problems in new textbooks in the light of teachers’ opinions. As majority of the teachers do more emphasis on preparing seminars for teachers to handle the teachers’ problems in new text books? 33% teachers agreed that in order to handle the teachers’ problems in new textbooks, the teachers must be aware before writing and distribution of the new textbooks, but minority of the teachers agreed that ways and solutions must be found to improve the teachers’ qualification. On the other hand Some teachers argue that new concepts should be added gradually in the textbooks whereas in the new textbooks this point has not been observed. Additionally, according to some participant there should be a guide book for teachers to solve their problems in the new textbooks. Guide books should have some extra information and solutions of exercise should be available in guide books for teachers. Furthermore, in some places which are far from capital or provincial capitals faced with lack of professional teachers in schools and for well teaching of new textbooks we need to work on pedagogical contented knowledge of our teachers. According to Nilsson the effective way of teaching for teacher is to bring its own knowledge in the class. He must be able to present ideas, analyze, and illustrate, his own issue of teaching (Nilsson, 2008).
Teachers should be professional trained. So Moe should increase the number of professional teachers in villages and districts. In Afghanistan, teachers get low paid salaries that are, even not enough for their basic needs of their life. So usually, the economic situation of Afghans is not good enough. In the result, teachers try to do many jobs to gain more money or at least to support their life and family on suitable directions. In this situation teachers do not have enough time to study their subjects and they do not follow the rules of teaching. So as (Friere, 1996) stated that teachers dictate knowledge to the students and the students learn the knowledge without any analyzing.
CONCLUSION

The aim of this study was to find out the problems and challenges that teachers face with the new textbooks of mathematics in the upper secondary level. This study focuses on the problems of mathematics teachers in Afghanistan. As well as, the comparison of old and new textbooks have been conducted in this study and the ways how to handle these problems. Teachers’ views regarding the problems of teachers have been analyzed and collected. From comparing the both textbooks, it has been found that there are many differences between these textbooks from learning perspectives. It has been found that the new textbooks are better designed than the old textbooks and are based on the modern teaching and learning materials while the old textbooks are designed on the old system of learning and teaching system. On the other hand, teachers like and prefer the new textbooks for students learning and they claim that new textbooks contain better mathematics knowledge and contents that are more useful for students’ learning.

The finding of this research regarding the problems and obstacles of teachers in teaching the new textbooks has gained and achieved the aim in a good extent. As well as the finding of this study is based on the literature review. As well as, this research has responded all the four research questions in a better way. As in this study the teachers’ views regarding the problems of teachers in teaching have been collected and the advantages and disadvantages of both old and new textbooks have been analyzed in the light of teachers’ views. Therefore it is very important to consider this study as a real study and to think about the importance of this study. If someone else would like to conduct such kind of research, it might not same as this study, but everyone should consider this study as a real study of research. The data which have been collected and analyzed from the teachers is more general in Afghanistan. However, this research has been conducted in many schools in Kabul and Nangrahar, Afghanistan.

It should be mentioned that in this study the problems of teachers in new textbooks have been analyzed with details, but there could be still more problems in teaching the new textbooks in other subjects because this study has been conducted only in mathematics, but cannot follow the other subjects difficulties and advantages. Therefore, other researchers can research and can collect and analyze the problems of teachers topics such as difficulties of teachers in new mathematics textbooks of grade 4, 5, 6, 7, 8, and 9.
REFERENCES


Ministry of Education (2010). *National Education Strategic Plan for Afghanistan*. Kabul: Department of Planning and Education.


Annexes
Mathematics Teacher questionnaire (10th, 11th and 12th)

A) About school
District................................................................. Province...........................................
School (name)......................................................... Location and Type...........................
Total number of students in school..............................

B) About Teacher:
Sex................................................................. Age .................................................................
Education: Lower then 12th .................. 12th graduated ...........14th graduated........
University graduate......... Faculty......................... Master ................
1) How many years have you been teacher..............................
2) What is your mother tongue.................................
3) In which language do you teach..............................
4) What grade do you teach........................................
5) Distance of school from home..............................
6) Duration of period..................................................
7) According to you why new mathematic text book(10th, 11th and 12th) usually thought difficult subject? Write degree of importance by using 1 for most important and 5 for least importance
  a) Content are difficult
  b) qualification of teachers is low
  c) Have not logical connection of content
  d) not familiar
  e) don’t know
  f) Have not enough explicitly
  g) Have not practical aspect
  h) Examples are not clear
  i) Content are high then student lineage
  j) Example are less
  k) Don’t know

  1  3  4  5  10  11

8) According to you which part of lesson difficult for you?
☐ Beginning  ☐ group work part  ☐ Assessment of lesson  ☐ exercise
9) Which part of the text book is more difficult for you during teaching?
☐ Algebra  ☐ geometry  ☐ probability  ☐ statistic  ☐ trigonometry

10) Why?
a) Didn’t study before
b) Content is not clear
c) It is new for you
de) Illustration are less
e) Others......................................................................................................................

11) According to you the new books are better than previous text book?
☐ Strongly agree  ☐ agree  ☐ disagree  ☐ Strongly disagree  ☐ neither agree and disagree

12) The reason?
...........................................................................................................................................
...................................................................................................................................
...................................................................................................................................
...................................................................................................................................
...................................................................................................................................
...................................................................................................................................

13) The ways to handle teachers’ problems in new text books?
 a) Preparing seminars for teachers to solve their problems in text books
 b) Having teachers suggestion before writing new text books
 c) The ways to improve teacher qualification.
 d) Others..........................................................................................................................

14) What challenges teachers face during teaching of the new mathematics textbooks in upper secondary schools?
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27
15) What do you think whether the new mathematics textbooks are more useful or the previous?

☐ Strongly agree  ☐ agree ☐ disagree  ☐ strongly disagree  ☐ neither agree and disagree

16) The ways to handle teacher’s problems in new text books?

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17) Could you please mention the advantage and dis advantage of new mathematics textbook?
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18) Could you please mention the advantage and dis advantage of old mathematics textbook?
....................................................................................................................................................
....................................................................................................................................................
| سوال | محتویات
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>۱.</td>
<td>مشکلیت در نظم و رشته‌ی کتاب‌های ریاضی است.</td>
</tr>
<tr>
<td>۲.</td>
<td>محتویات در ریاضی واضح نیست.</td>
</tr>
<tr>
<td>۳.</td>
<td>محتویات منطقه‌ای ندارد.</td>
</tr>
<tr>
<td>۴.</td>
<td>محتویات واضح نیست.</td>
</tr>
<tr>
<td>۵.</td>
<td>محتویات واضح نیست.</td>
</tr>
<tr>
<td>۶.</td>
<td>محتویات واضح نیست.</td>
</tr>
<tr>
<td>۷.</td>
<td>محتویات واضح نیست.</td>
</tr>
<tr>
<td>۸.</td>
<td>محتویات واضح نیست.</td>
</tr>
<tr>
<td>۹.</td>
<td>مشکلیت در خواندن و درک کتاب‌های ریاضی است.</td>
</tr>
<tr>
<td>۱۰.</td>
<td>مشکلیت در خواندن و درک کتاب‌های ریاضی است.</td>
</tr>
</tbody>
</table>
2- سئوالات

احتمالات
- احتمال
- مثلثات

3- ستاسو به اند نوي کتابونه نظر محثواتو ته د پخواني کتابونو خمه به دی.
- په پوره توجه موافق
- موافق
- خلاف
- په پوره توجه خلاف
- به موافق او خلاف

4- د ۱۱ می پونتنو په دوام، دلیل یې ده؟

<table>
<thead>
<tr>
<th>۱</th>
<th>۲</th>
<th>۳</th>
<th>۴</th>
<th>۵</th>
</tr>
</thead>
</table>

۵- که د ریاضي نوي کتابونو تدریس ستاسو لپاره مشکل وي، ستاسو په نظر د حل لار یې ده؟

- د نوي کتابو لپاره د مالوماتي ورکشاپ دایرول.
- د ریاضي نوي کتابونو د تخلیق د رپورت نه مخکي د نوي کتابونو نظريات راتولول.
- د نوي کتابونو د تحتیالات لورول.
- ستاسو په نظر کوم کومی نوری حل لاری:

۶- ستاسو په نظر د لسم، پوستونکي او دولسم تولګي د ریاضي د نوي کتابونو د تدریس په وخت کې ستاسو په نظر کوم کومی نوری حل لاری:

<table>
<thead>
<tr>
<th>۱</th>
<th>۲</th>
<th>۳</th>
<th>۴</th>
<th>۵</th>
</tr>
</thead>
</table>

۷- د ریاضي د نوي کتابونو ښیګڼې او نیمګړتیاوې ولیکئ؟

۸- چې افغانستانی تولنو کي نويونکي له نوي کتابونو د حل کورونه سره مخامخ دی؟ لاندي داده کي د همیشه د مشابهتي له دامنی د هره کي د لومری خانه کي په انگلیسي حرف وېکي او بيا وروستی ستونزو.
- د معاش کموالی
- د امنیت نشتوالی
- غربه غربی
- د کور او مکتبت ترمنځ دهاره فاصله
- د تحصيل کموالی
- نور داده دلوړې وېکي

۹- د ریاضي نوي کتابونو نیمکی او نیمکار راوې وېکي؟
۱۸- د رياضي د پخوانيو کتابونو بنيگني او نواقص وليکي؟