Learning Achievement in Afghan Context
Factors which have Role in Learning Achievement Among English Language Learners at Teacher Training College

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ABSTRACT

This study deals with learning achievement of English male and female learners in Sayed Jamaludin TTC. It is the first time that such research has been launched in the TTC. The number of female is higher rather than males. The female learners of the TTC seem to learn better than males’ students. The aim is to find the variables, which influence learning achievements of boys’ and girls’ language learning. A lot of studies of this kind have been conducted in this area in many different countries, but few researches have been done in Afghanistan.

This research attempts to find the variables and compare English learning achievement among students. The variables indicate the similar and different points of learning English achievements among the TTC learners.

The study covers Sayed Jamaludin main branch, city districts and Kabul Province district TTCs. The data is collected through questionnaires which distributed to 50 English teacher educators and 100 English language learners. In addition, the final semester learners’ average scores of 200 learners from each mentioned site of the TTC were collected and analyzed. The scores of 600 students were compared by maintaining variables such as learners’ sex and their TTC location. The data from questionnaires are analyzed then compared through various factors from students’ and educators’ perspectives which are stated in findings and in discussion.

The inquiry proceeds through various steps. At first the collected data has been compiled in Microsoft Excel spreadsheets. Then, the collected data were arranged in small tables. After that, the findings were illustrated in tables. Such steps helped to discuss the findings in the light of the international and national scholarly literature. The findings determine various factors that influence learners’ English learning achievement.

The number of male and female, the role of learners’ relatives, learners’ living place, TTC location, teachers’ qualification, their university exam, and their final exam score effect learning achievement. The findings indicate that the difference between male and female learners’ scores in the TTC and their English learning are directly influenced by the variable mentioned above.
ACKNOWLEDGEMENT

I thank Allah for giving me an opportunity to increase my knowledge. As a matter of fact, education or knowledge acquisition is considered one of the most essential issues for human beings in order to see the world from diverse perspectives.

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It is worth to express thanks to all the organizations and all the staffs of the university who directly or indirectly involved in supporting the TEMP program. I would like to show my deeper gratitude to all honourable students and educators who participated in filling the questionnaires voluntarily. In addition, I appreciate the cooperation of all teachers of Sayed Jamaludin TTC who co-operated me during this study at master program. Besides, I would like to thank my family who provided me calm environment during my studies.
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LIST OF ABBREVIATIONS,

F Female
M Male
MDG Millennium Development Goals
NESP National Strategic Plan for Education OR National Education Strategic Plan
NGOs None governmental organizations
PV P-value
STDEV Standard Davison
TEMP Teacher Education Master Program
TTC Teacher Training College
INTRODUCTION

As all believe, education consists of two major processes teaching and learning. Both complement each other. Teacher teaches knowledge so the students learn. According to Shunck (2011) learning process consists some principles such as acquirement of knowledge, modifying knowledge, attitude, skills of knowledge, the way of believes, planning, strategies and behaviour. Furthermore, it is important to know people’s ways of learning and the factors that influence their learning achievement in different educational contexts in different nations’ educational systems. However, Schunk (2011) agrees with Hattie (2008) that learning and teaching take place by using different learning strategies, which have developed in different era of times. Here Hattie (2008) explains that learning process develops by various learning strategies. Such strategies lead education system based on surface learning and deep learning. In addition, it is clear that teaching is a process of education system, which is done by teachers to the students in context of various education theories. He adds that teaching necessitates conscious involvement for insuring fundamental and cognitive changes occurred in students’ knowledge (ibid).

The Afghan education system is one of the systems, which require deep focus to form a standard system of education. By maintaining learning strategies the ministry of education can identify needs in its education system. Besides, having fundamental goals and methods direct the education system in the way where increase students’ learning achievement. So, such effort in education refers to capital approach of education. The government of Afghanistan has started its endeavour in all area specifically in the area of education. The ministry of education, foreign and domestic NGOs cooperatively started their attempt in education since 2002. As Samady (2007) has claimed the Ministry of Education has been investing into three main branches of education system; general education, vocational education and teacher training education. Such efforts have led by the cooperation of the Afghan Independent Commission of Education which, consists of the representatives of ministry of education and other educational NGOs. The investment in education clearly increases boys’ and girls’ enrolments as well as conveys significant changes in their learning achievement.

According to NESP (2001), girls’ enrolment in school was increasing gradually. It is due to increasing the number of female teachers from year to year. So, female teachers encourage female students’ enrolment. Also the increasing rate in general education among boys and girls is the same, but the rate of growth among them in higher education is imbalanced. Due to cultural and social beliefs the rate is significantly lower for girls.

A new phase of education expansion especially in TTCs level appeared while the government established in-service TTC centres beside existing Facilities (Samady, 2013). It appeared that the need for in-service teacher students is higher. First, they are busy in teaching while they study at TTCs in the same time. Second for achieving better teaching there is need for increasing their pedagogical content knowledge as well as their subject content knowledge. According to Spink (2004) 75 percent of TTCs students are teachers that study in the in-service section and almost ¼ of them are in Sayed Jamaludin TTC. The TTC consists of Sayed Jamaludin main branch, its city district branches and Kabul Province Districts TTCs.

Background

The current issue is about a research of students’ learning achievement among boys and girls in Sayed Jamaludin TTC. The TTC has several regional and Province district centres. Research in such TTC gives a real sample of all TTCs from whole Afghanistan. It is due to Sayed Jamaludin TTC main branch and districts centres are similar to many provincial TTCs.
The similarities include location, security, equipment, and girls’ enrolment etc. Its main branch is nearly the same as some other big cities TTCs in Afghanistan. Furthermore, Sayed Jamaludin TTC is the oldest and biggest TTC in all Afghanistan. It has the highest enrolment among all TTCs. According to Spink (2004) in Afghanistan from each four TTC students, three students are in-service students. Besides, nearly one fourth of all in-services students are studying in Sayed Jamaludin TTC. The number of male and female in-service students is equal in the level of whole Afghanistan. On the other hand, around 71% of Sayed Jamaludin Afghan TTC students are female which nearly all of them live in Kabul. However a small portion of them come from other provinces. In addition, Sayed Jamaludin Afghan TTC main branch is the most equipped and developed TTC in Afghanistan, but none of the students has books in the TTC (Spink, 2004). However, lack of learning and teaching materials was a problem in the past for all TTCs in Afghanistan but now Ministry of Education published books of all subjects for TTCs students. The prepared readable materials are approved by domestic and foreign experts. Still the books have their own problems and mistakes from different angles. In total, students and teachers of the TTCs opposite to Spink (2004), can use the books as a resource for their knowledge.

**Problem Area**

The area of research includes some variables that interfere with learning of English language and the learning achievement of students in Sayed Jamaludin TTC. In Afghanistan parents care about their daughters’ school location either for very young or for older one. Besides, another factor that decreases chance of girls’ enrolment is lack of female teachers (Ministry of Education, 2007). On the other hand the low number of girls or boys have role in their learning achievement. In consequence, there is more girls’ enrolment in Sayed Jamaludin TTC (main branch).

Various variables indicate low achievement among boys and girls of English learners in Sayed Jamaludin TTCs. The achievement is scaled through their scores that they owned in their semesters exams. The scores are one of the indicators that show high or low achievement among students. Further, the scores of girls are different from boys in Kabul TTCs. The case is different in its satellite branches in Kabul City and in Kabul Province Districts Branches. In addition, gender combination definitely has influence on the students’ exam scores. Furthermore, in Afghanistan regularly, people send their daughters to TTCs in order to be teachers but if this is true why is the number of female teachers lower than male teachers in Afghanistan?

**Aim**

The aim is to explore variables that effect boys’ and girls’ achievement in their English language learning measured by scores in Sayed Jamaludin Afghan TTC.

**Research Questions**

1. What factors are associated with boys’ and girls’ achievement in English language learning in TTCs?
2. To compare and analyse how boys and girls scores are different from each other.
LITERATURE REVIEW

Education
Education is a process of transmitting knowledge, idea and attitude (Chinapah, 2011). Instead, Saha (2011) discussed that education is the process of mutual activity between trainees and educators. The process results in transferring and understanding knowledge to deploy it in reality. “All of us would like to think that education bestows the kinds of attitudes, skills and abilities which promote social and economic development. Since the conference was held in Jomtein, Thailand, in 1990 education for all has been a global policy. In the conference, education targets have been specified. One of the goals was to achieve education of good quality; some countries would not be able to accomplish it regularly (Chinapah, 2011). One of the countries which are counted in the group is Afghanistan. The Global Mega Goals of Education for Afghanistan were specified five years later than other countries for 2020 (NESP, 2010).

It is the custom of people in Afghanistan that they achieve education informally beside formal education. According to Zaki Dib (1988). Formal education is a formal form of teaching and learning in structured way under rule such as, schools system, courses, institutions, and universities. While informal education is informal way of teaching and learning. For example, traditional education that takes place outside the school regulation is counted as informal education. Therefore, the example of informal education in Afghan context is studying in masjeeds (masques) and at their homes environment but according to NESP (2010) most of madrasas (religious Islamic schools) have structured education system.

According to theorists education has role on people’s all aspects of life. It is accepted that education is a human right so everyone has right to gain it. Besides, societies invest in their education system in order to train experts for specific function. So education can be human capital too.

Education as a human right and human capital
Education is considered as personal human right for all people in the world. It insures human perceptions on acquiring equal right to education, eradicate hegemony and inequity. According to Saha (2011), it brings decision to the individuals, such as the aptitude to read, write and expand their cognitive skills. Every person in every society has right to achieve knowledge, breathe in peace, live in better environment and be vigorous. By increasing knowledge, people can achieve their better life. Furthermore, education creates people productive members of their society such as, doctors, engineers, teachers, and lawyers.

According to Chabbott & Ramirez (2007) education is a sort of investment in people’s skills, knowledge and abilities. They believe education has not only benefits for individual, but also it guarantees their societies benefits. There is no doubt if countries cover high investment on education it will directly, have an effect on economic, civilization and public life of a society.

There is a positive relationship between education achievement and development. Learning education is one of several factors in development. Indeed education is like a key to development. It promotes people’s principles, approach and assists them in their life. Development happens due to education. In consequence, people’s learning achievement increase. As a result their society develops. Today, world has good technology, modern and well education systems and health systems. These all mentioned events make people aware of the consequence of education. Education directs the people of nations to better life in a
community and world improvement (ibid). Education and society are linked to each other. So education has a function to turn children “ideal adult”. It is a “methodical socialization” (Karlsson&Mansory, 2007). It means children can be trained and gain education as we want. So such claim indicates education as human capital approach. In this case, we make investment on people’s education in order to train and educate specific people for specific purpose. Here in Afghanistan ministry of education has begun on such approach. The ministry has planned to extend professional and teacher training education since 2002. According to Samady (2007) the government of Afghanistan started to build several vocational institutes and teacher training centres. Such investment will bring out Afghanistan form potential level to dynamic movement of development in the area of education and various construction sites in all aspect of Afghan life.

Learning
Learning is one of two side of education: teaching and learning. It occurs in two ways. Some of people learn while they teach themselves. Instead, others learn while some teachers teach them. The learners and the teachers both have achievements in their education process. Here it will be tried to investigate what writers have said and had research on learning achievement. Then it will be adopted in international context and national Afghan context. There are learning theories that discuss such idea. The learning theories debate the philosophical views of theorists on knowledge and discuss their relationship with the learning achievement in the environment. So philosophers believe that the study of knowledge must involve the origin, nature, limitation and methods of the knowledge. So learning theory is a bridge between education, actual life routine and research on the issues (Schunk, 2011). In addition, all learning theories have developed by human being in different time eras. So there is no need to discuss which is better than other but it is important that Teachers must know about these theories and their function in education because all these theories are directly or indirectly link teachers and students to their learning achievement. One of the learning theories which deal with learning approach is attribution learning theory. Following the theory will be discussed.

Learning Achievement
Learning Achievement can be increased by maintaining appropriate learning theories in learning process. There are several learning theories. One of the theories is attribution theory. The students can elicit causes through some questions such as why and how did I do? On the other hand, through such theory students can be motivated (Schunk, 2011). In attribution theory students judge their skills, ability, understanding, knowledge, aim, importance, lack of proficiency, and thought of luck. If a student receives score 90 in English speaking the student must think about the attribution of his speaking skills in language learning achievement. Hattie (2009) believed that there are some basic points about learning objective. According to Hattie (2009) first there are mixed ability students in a class and not all students learn in one level so learning intention must be adjusted to all students. One big indicator is gender. For example girls learn in a way while boys learn in other way. The second there must be differences between deep learning and surface learning. By having individual differences among students there must be extra time and facilities to some students to construct their knowledge deeply and the students must possess chance for improving skills, ability, and knowledge, etc. Work on students learning intention and planning within attribution theory of achievement, it will give chance to students to obtain their learning achievement. Clear goals of learning help the learners to scale their performance in their language learning by gained scores in their examinations.
**Achievement goals**

Learning achievement focuses on the desire of students in their learning. It determines, the students must gain some elements. The elements are skills, knowledge, critical thinking, awareness, etc. (Hattie, 2009) beside learning achievement refers to goal and plan. Both goal and plan will help the learners to have better achievement in their learning. According to Dweck (2000) the situation of achievement itself is different from students to students. For some students it is the way of testing their intelligence but for others it is a way of learning new knowledge. He adds there are many goals in achievement but the two are most common which lead the students to their success in language learning. So they are performance goal and learning goal. Through performance goal students think about their level of cleverness and brainpower. The learning goals facilitate situation that students acquire new learning skills and understanding. Here I believe the both goals are common for all students and every one want to be quite competitive for gaining new knowledge and for being successful in learning achievement. Hattie (2009) went further and claimed that there is mastery goal besides learning goal. Mastery goal help the students individually to improve their skills, knowledge, awareness and competency while learning goal is broader and acts in collective. He indicates, for students it is important to have the learning goal through which students easily maintain their improvement.

**Research background in learning achievement**

Sayed Jamaludin TTC is the oldest and largest TTC which has various branches inside Kabul city and in Kabul District areas. However, Spink (2004) claimed that Sayed Jamaludin TTC has only five city district branches in Kabul city. Now, in 2013 there are 20 of these regional centres not only inside the city but also they located in Kabul Provence Districts (Paghman, Srobi, Farza, etc). In These branches educators train thousand of Afghan schools teachers and other young generation in order to be teachers.

According to Choosri and Intharaksa (2011) students learn English in order to be successful in their future life. They added students are motivated externally so they learn in order to get better educational qualification and good job. Furthermore, motivation can be external. Besides, the variable such as previous private study, family background in English, in-service or pre-service status, location, teachers’ background are strongly indicated through external motivation. Gaining score is one of several variables that control students learning achievement. Choosri and Intharaksa (2011) discussed that score is the key factor which increases the rate of students learning achievement of foreign language. Besides, achieving high and low scores among boys and girls in English language exam also influence their English learning achievement. The achieved scores by the students in examination act as a kind of external motivation. On the other, it shows their level of ability in achieving English language. Such indicators appear while the students of Sayed Jamaludin look after their scores at the end of each exam. They consider not only their scores but also they count their classmates scores in order to compare each other rank and level.

Norris-Holt (2001) focused on another variable, he said English as a requirement of university entrance examination, plays an important role on students’ English language achievement. The up mentioned claim about the influences of this important variable has significant strong role on learning achievement of boys and girls in Afghan education context. The university entrance exam leads our boys and girls in their English learning achievement. Because their scores of the examination will indicates to them to what extent they must involve themselves in English learning. This requirement defiantly has role on the students’ achievement of English as a foreign language. However, unwillingly both boys and girls who get low scores in the exam will be sent to TTCs but I think majority of girls are the students that they voluntarily choose TTC in university entrance exam. Such thought raises when the
female learners are higher in the TTC. Oranpattanachai (2012) has an idea that the university entrance exam is a strong variable which exactly has role for students learning achievement which help the students to be aware of their ability in achieving foreign language.

According to Littlewood (2008) there are several points of individual differences among students in a class that influence their learning achievements. In the same time, there is almost the same path in learning of a language among the learners. He indicates that leaning takes place in both inside a class and outside classroom. He points an indicator that there is only one direction of development which all students follow individually in their learning achievement. Besides, he claimed that there must be equal opportunities for all students including boys and girls like motivation, communicative situation, and attitude for second language. These mentioned settings can be following by students who have individual differences. So for in learning a second language the ability of the students, their cognitive factors, their personality, their age group have role in learning achievement. In addition, beside students’ up mentioned individual differences in learning achievement, active learning strategies are very important. These are factors that can be seen to them as a problem area for my thesis research. The boys and girls learners in Sayed Jamaludin TTC have individual differences and learning situation and the factors such as their ability, age, and opportunity of learning inside and outside the class have role on their English language learning achievement. The other factor that has role on students’ achievement is family involvement in their sons and daughters’ learning. According to Schunk (2011) there are several factors that are profound in family which deal with students’ learning achievement. He discusses the factors such as socioeconomic category, family situation, parental involvement and facility of electronic modern equipment. In details he indicates that all these indicators entails with education capital approach. Capital includes resources of income, family education background, occupation or job. He means that family from different angle of influence has role on their relatives’ relevant learning achievement in English language.
METHODS

This study is based on quantitative approach. Obviously, in quantitative research the researcher collects numeric data. Due to the enquiry in this research I have collected statistical data in order to analyze data from a large sample. Based on the quantitative research I have prepared questionnaires both for English teachers and learners. Besides, I have analyzed and compared average scores of final exam of female and males’ learners as well as in-service and pre-service students. According to Denscombe (2010) there are various methods in order to collect data from the research ground. He adds that open questions are better than fixed and closed questions in a questionnaire. However, my questionnaires are structured but I added some options in the questions that let the teachers and students to express their view points.

I have distributed the questionnaires to 100 English language students of Sayed Jamaludin TTC and 50 English teachers who taught in Sayed Jamaludin TTC or presently teach there. In addition, I have compared and analyzed the scores of 600 students which include 200 students from each location as Sayed Jamaludin TTC main branch, Kabul City district TTC sites and Kabul Province District TTCs. The scores are from their final semester exams. Due to this fact, only the fourth semesters’ exam scores will give reliable evidence rather than other semesters’ scores. Here it is a possibility, that the scores may be not reliable and standard. In Afghanistan there is no standard way of scoring and any valid evaluation. Definitely, the educators of Sayed Jamaludin TTC all together are university graduated and nearly all of them have trained through pedagogical workshop. On the other hand, some of the educators including me teach both in Sayed Jamaludin main branch and in city district branches. In main branch, mostly pre-service learners study.

In-service shifts learners mainly study at city district and province district TTCs. So the teachers mark learners’ exams papers according to the same criteria.

Population and Sampling
This study is done in Sayed Jamaludin TTC which consists of a main branch, city districts TTCs and Kabul Province District TTCs. Population of the study which is mentioned in the above paragraph consist of English learners and educators. From total number of students 60 were from main branch out of which ten were in-service students. Instead, 20 other learners of in-service students were from city district branches. The rest were from Kabul District TTCs. In addition, among all these students nine were graduated students. Furthermore, only 20 educators are teaching in English Department in TTCs’ main branch. Six others are teaching in Kabul Province District TTCs. While 24 are the English schools teachers who are or were teaching in Kabul City District TTCs. In addition, I have received the average scores of final semesters of learners from the archive of the students’ affairs of Sayed Jamaludin TTC.

Piloting
The questionnaires are prepared to collect valid data from the research field. At first I piloted the questionnaires and found out all the mistakes and misleading words that confused the repliers. Then some questions seemed unsuitable. Piloting helped me to change the structure of the questions to make them suitable and understandable. As a result, I have made some changes in the mentioned questionnaires to be valid for all teachers and learners. Besides, there were some grammatical problems; I have corrected them in both questionnaires. So piloting helped to bring reasonable altering in the students and teachers questionnaires.

Limitations and obstacles
There is hardly any literature on TTCs issues in Afghan circumstance. Instead, there are some researches that have been done via regional and international researchers in their local and international contexts. I tried to use even the possible rare literature in Afghan context about
the issues of TTC students’ achievements and other regional and international literature and their relation to Afghan context. If there is related national literature in the field it can help to analyze the finding in the national context in valid way. Beside, national literature gives clues for credible study in order to have valid result of the study.

According to location, there is a main branch of Sayed Jamaludin TTC in third district of Kabul City and 19 branches in separate areas which (12) of them are located in Kabul City and (7) of them are located in Kabul Province Districts. Some of the branches have English language classes and some of them do not. The situation changes from year to year. So it was impossible to collect data from all these branches because, in the same time there are not English classes at all these branches. Consequently, I specified Sayed Jamaludin TTC main branch and two inside city branches and two Kabul Province Districts Branches. Therefore, I have indicated the target ideal places for my data collections. In data collection I have decided to use a number of relevant tables while I analyze data.

**Data Collection Procedure**

For the study, I had to travel for some TTCs to city districts and Kabul Province District TTCs. As I work for main branch of the TTC, so it was easy for me to have access the educators of the other branches of the TTC directly. I contacted in-service students’ affairs of the TTC. The office provided me all the statistical data of students, semesters’ reports and guideline, the list of the TTCs and the list of the teachers even their mobile phone numbers who presently teach there or they were teaching in the past. The information helped me to save time. I directly contacted the target educators and TTCs administrations. The next step I planned the time of visiting of the Paghman District TTC, Sorobi District TTC, Istiqlal and Abdul Rahim Shahid TTCs. These mentioned places are Kabul Province District TTCs and city district TTCs respectively that I distributed my questionnaires to learners. For the teachers I have travelled nearly all the city district sites to take their viewpoint in the questionnaires. I had Dari translated questionnaires and English version. Almost all the teachers and some main branch students were enthusiastic to fill English version questionnaires but mostly students filled Dari version questionnaires. The questionnaires were filled fully. They were interested to completely fill them.

The next step I started to compile data in excels spread sheets. As my both questionnaires are consisted more than 30 questions each. So it took one week to compile the most important data. Besides, I have organized the data in excel sheets in many small tables. In addition, I have compiled 600 students’ average scores by maintaining variables such as students’ sex, location, and their learning shift (pre-service or in-service).
FINDINGS

The finding includes data from teachers perspective, data from students perspective and the result of final semester’s scores of boys and girls students in Sayed Jamaludin TTCs.

Part One: Data from Teachers’ Perspectives

Table 1: Teachers’ teaching target subjects

<table>
<thead>
<tr>
<th>Location</th>
<th>Teachers</th>
<th>One subject</th>
<th>Two subjects</th>
<th>Three subjects</th>
<th>more than three subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Branch</td>
<td>M F</td>
<td>M F M F</td>
<td>M F M F</td>
<td>M F M F</td>
<td>M F</td>
</tr>
<tr>
<td>Kabul City District TTC</td>
<td>12 12</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
<td>12 12</td>
<td></td>
</tr>
<tr>
<td>Kabul Province District TTC</td>
<td>6 0</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
<td>6 0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>23 27</td>
<td>3 9 2 6</td>
<td>6 0 0 0</td>
<td>18 12</td>
<td></td>
</tr>
<tr>
<td>%</td>
<td>13 33</td>
<td>9 22 0 0</td>
<td>0 0 78 44</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The table 1 depicts that all of the teachers in main branch of Sayed Jamaludin TTC teach only one or two English subjects. Instead, teachers of city district TTCs and Kabul Province TTC mostly teach more than three English related subjects in the same time.

Methodical Workshops and Experiences

Table 2: Teachers experience of English teaching

<table>
<thead>
<tr>
<th>Location</th>
<th>1 year or less</th>
<th>2-5 years</th>
<th>6-10 years</th>
<th>11-15 years</th>
<th>more than 15 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seyed Jamaludin Main Branch</td>
<td>M F</td>
<td>M F M F</td>
<td>M F M F</td>
<td>M F M F</td>
<td>M F M F</td>
</tr>
<tr>
<td>Kabul City District Branch</td>
<td>1 2</td>
<td>3 4 1</td>
<td>5 3 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kabul Province District TTC</td>
<td>2 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>total</td>
<td>3 3</td>
<td>6 6 7</td>
<td>8 8 4 3</td>
<td>3 2</td>
<td></td>
</tr>
<tr>
<td>%</td>
<td>13 11</td>
<td>26 22 30</td>
<td>30 30 17 30</td>
<td>13 7</td>
<td></td>
</tr>
</tbody>
</table>

According to table 2, teachers who have high experience are females and most of them teach in main branch. In addition, nearly two third of all the teachers have teaching experience of more than six years.

Table 3. Teachers educators’ participation in workshops

<table>
<thead>
<tr>
<th>Location</th>
<th>No participation</th>
<th>once</th>
<th>two to five time</th>
<th>more than six times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seyed Jamaludin Main Branch</td>
<td>3 2</td>
<td>2 4</td>
<td>3 6</td>
<td></td>
</tr>
<tr>
<td>Kabul City District Branch</td>
<td>2 3</td>
<td>3 4</td>
<td>7 1</td>
<td>4</td>
</tr>
<tr>
<td>Kabul Province District TTC</td>
<td>2 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>total</td>
<td>4 6</td>
<td>7 6 9</td>
<td>5 3</td>
<td>10</td>
</tr>
<tr>
<td>%</td>
<td>17 22</td>
<td>30 22</td>
<td>39 19</td>
<td>13 37</td>
</tr>
</tbody>
</table>

The table 3 determines that almost all the main branch teachers have participated in methodical workshops. Furthermore, it is also true that nearly two third of Kabul province District TTCs educators have participated only once in the workshops and one third have never been in any seminars. In addition, nearly half of the all city district educators have participated in the workshop more than two times.
Methods of teachers in class

Table 4. Teachers’ indications about regular classroom activities

<table>
<thead>
<tr>
<th>Options</th>
<th>Main Branch</th>
<th></th>
<th>District Branches</th>
<th></th>
<th>total%</th>
<th>M%</th>
<th>F%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) lectures</td>
<td>22</td>
<td>26</td>
<td>78</td>
<td>43</td>
<td>100</td>
<td>69</td>
<td>30</td>
</tr>
<tr>
<td>b) group work</td>
<td>22</td>
<td>30</td>
<td>13</td>
<td>30</td>
<td>35</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>c) pair work</td>
<td>22</td>
<td>30</td>
<td>4</td>
<td>30</td>
<td>26</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>d) teacher ask question and student answers</td>
<td>22</td>
<td>26</td>
<td>4</td>
<td>4</td>
<td>26</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>e) teacher all the time correct the students mistakes</td>
<td>13</td>
<td>4</td>
<td>26</td>
<td>13</td>
<td>39</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>f) students correct students mistakes</td>
<td>22</td>
<td>37</td>
<td>4</td>
<td>22</td>
<td>26</td>
<td>59</td>
<td>59</td>
</tr>
<tr>
<td>g) teacher first does an activity then students repeat it</td>
<td>4</td>
<td>22</td>
<td>4</td>
<td>26</td>
<td>4</td>
<td>60</td>
<td>60</td>
</tr>
</tbody>
</table>

In table 4 most of the teachers prefer to have lectures in their teaching while group and pair works are used by half of the teachers. In addition, some of the teachers give chance to the students to learn from other students. Teachers sometimes use other activities beside their lectures in their classes. Furthermore, they are female educators that they use pair work, group work and they let the student to share their ideas to each other twice as their male counterparts.

Table 5. Teachers responses about the family role of students on language learning

<table>
<thead>
<tr>
<th>Options</th>
<th>Educators</th>
<th>M%</th>
<th>F%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) They directly teach their daughters and boys</td>
<td>male(23)</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>female(27)</td>
<td>24</td>
<td>31</td>
</tr>
<tr>
<td>b) They encourage their daughters and sons to follow learning in private English learning centers besides their TTC studies.</td>
<td></td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>c) They provide modern equipments to their daughters and sons</td>
<td></td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>d) The student gets no support with home work</td>
<td></td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>e) The student gets no financial support</td>
<td></td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

The table 5 shows that parents encourage their daughters and sons to study more in private courses besides TTCs. Furthermore, nearly more than half of the teachers indicate that the students continue their studies in private institutions. One third of the teachers believe that parents can provide modern equipment for their daughters and sons.

Students Learning Style

Table 6. Teachers responses about the ways of learning of language learners

<table>
<thead>
<tr>
<th>Options</th>
<th>main branch</th>
<th>CITY District TTC</th>
<th>province TTC</th>
<th>M%</th>
<th>F%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. all the student learn English equally</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>17</td>
<td>15</td>
</tr>
<tr>
<td>b. students only learn meaning of the words directly</td>
<td>1</td>
<td>7</td>
<td>6</td>
<td>4</td>
<td>41</td>
</tr>
<tr>
<td>c. it increases students deep learning</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>17</td>
<td>19</td>
</tr>
<tr>
<td>d. Students learn competitively</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>26</td>
</tr>
<tr>
<td>e. It decrease students critical thinking</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>17</td>
<td>15</td>
</tr>
</tbody>
</table>

The reply to the question 21 indicates that half of the teachers believe teaching in both (English and Dari/Pashtu) languages only help the students to understand the meaning of the
words. It is due to participating in methodical seminar. They understand direct translation only transfer knowledge from one person to other.

Table 7. Teachers indicate challenges for learning achievements of English learners in Sayed Jamaludin TTC

<table>
<thead>
<tr>
<th>Options</th>
<th>Educators views</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>main branch</td>
</tr>
<tr>
<td></td>
<td>M</td>
</tr>
<tr>
<td>a. Lack of Students interests in English learning</td>
<td>5</td>
</tr>
<tr>
<td>b. Insufficient teaching time in class</td>
<td>5</td>
</tr>
<tr>
<td>c. Parents do not have cooperation with their sons/daughters</td>
<td>3</td>
</tr>
<tr>
<td>d. Teachers’ low teaching ability</td>
<td>1</td>
</tr>
<tr>
<td>e. Over crowded classes</td>
<td>5</td>
</tr>
<tr>
<td>f. Co education system is a problem for girls</td>
<td>4</td>
</tr>
<tr>
<td>g. Teaching is mostly teachers-centred</td>
<td>2</td>
</tr>
</tbody>
</table>

In the above table, nearly all of the teachers indicate that the large class size with limited teaching time together become a challenge to increase students learning ability. Besides, they confirm students’ no interest to the field of study is also a challenge for increasing learning achievements of the learners. Only low possible challenges which mentioned are the teachers’ low teaching ability. Being many students in one class, their lack of interest to learning English language as their main field of study and the time of study at TTC are the biggest challenges in achieving English language for the learners.

Teachers’ Suggestions
Teachers suggested some of the elements in order to increase students learning achievement. Almost all of the teachers believe if there is small class size they will be able to have better learning achievement. The following table clearly illustrates teachers’ ideas about better outcome from their teaching.

Table 8. Teachers Suggestions for Increasing Students Learning Achievement of English Learning in Sayed Jamaludin TTC

<table>
<thead>
<tr>
<th>Suggestions</th>
<th>TTC main branch</th>
<th>City District branch</th>
<th>Province District</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>a. There should be less students in classes</td>
<td>5</td>
<td>15</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>b. Teachers must be aware of students individual differences</td>
<td>3</td>
<td>7</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>c. Teachers must use student centred methods</td>
<td>5</td>
<td>10</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>d. Teachers must motivate the students to learn</td>
<td>4</td>
<td>6</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>e. Teachers must encourage the students to study hard</td>
<td>2</td>
<td>6</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>f. Teachers must increase their subject content knowledge</td>
<td>4</td>
<td>9</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>g. Teachers must focus on their methodical skills</td>
<td>3</td>
<td>11</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>h. Teachers must do not follow lecture method all the time</td>
<td>5</td>
<td>8</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>i. Teachers must help the students to do their homework</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>7</td>
</tr>
</tbody>
</table>

Most of the teachers have suggested that they should use students’ centred teaching in their classes. Besides, half of the teachers believe, they can raise their students’ learning achievement when they motivate their students and pay their special focus on increasing teachers’ methodical knowledge.
Part Two: Data from Students’ Perspective

Table 9: Urban and rural Students’

<table>
<thead>
<tr>
<th>Location</th>
<th>Male(46)</th>
<th>Female(54)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Urban%</td>
<td>Rural%</td>
</tr>
<tr>
<td>Seyed Jamaludin Main Branch (60)</td>
<td>39</td>
<td>15</td>
</tr>
<tr>
<td>Kabul City District Branch (20)</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Kabul Province District TTC (20)</td>
<td>28</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>24</td>
</tr>
</tbody>
</table>

The table depicts that the rate of boys who live in rural area is higher while the percentage of the girls indicates that girls mostly live in urban area. In whole, urban living students have significantly increased in TTCs.

Table 10: Students Living Places

<table>
<thead>
<tr>
<th>Location</th>
<th>Dormitory</th>
<th>Nearby TTC</th>
<th>In long Distance to TTC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M %</td>
<td>F %</td>
<td>M %</td>
</tr>
<tr>
<td>Seyed Jamaludin Main branch</td>
<td>7</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>Kabul City Regional Branch</td>
<td>0</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Kabul Province District TTC</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>4</td>
<td>30</td>
</tr>
</tbody>
</table>

According to above table almost twice number of girls instead boys stay near by their local TTCs. It indicates that girls do not spend too much time to get to their TTCs. Still the percentage of students who lives in rural area is lower than learners who stay in urban area. Due to this, most of the students are studying in city areas TTCs. In addition, more than half of the students are living far away from their TTCs. Besides, students who live in rural areas my live in remote village such situation in most cases needs the students must walk to the TTC. Walking on foot will make the students bored.

Table 11. Students who have got low scores indicate the variable causes their low achievement in English learning in Sayed Jamaludin TTC

<table>
<thead>
<tr>
<th>Options</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male %</td>
</tr>
<tr>
<td>a. None of my relevant understand English to help me</td>
<td>14</td>
</tr>
<tr>
<td>b. I have not studied English elsewhere</td>
<td>6</td>
</tr>
<tr>
<td>c. Parents are not interested in my English status</td>
<td>9</td>
</tr>
<tr>
<td>d. I have part time job</td>
<td>13</td>
</tr>
<tr>
<td>e. Teacher’s teaching style is boring for me</td>
<td>12</td>
</tr>
<tr>
<td>f. I am not free for my English study any way</td>
<td>15</td>
</tr>
<tr>
<td>g. Teaching is mostly teachers’ centered</td>
<td>14</td>
</tr>
<tr>
<td>h. I am not interested in English learning</td>
<td>8</td>
</tr>
<tr>
<td>i. I am a teacher</td>
<td>17</td>
</tr>
<tr>
<td>j. Family problem</td>
<td>13</td>
</tr>
<tr>
<td>Other please specify</td>
<td>22</td>
</tr>
<tr>
<td>being married</td>
<td>48</td>
</tr>
<tr>
<td>TTC study at boring evening</td>
<td>13</td>
</tr>
<tr>
<td>Transportation to the TTC</td>
<td>11</td>
</tr>
</tbody>
</table>

The learners in the table indicate that most of them are teachers. In the same time, they are married. So because of that they cannot study a lot. Furthermore, nearly one third of them determine that they do not have family English background while one fourth of the learners say that their relatives are not interested in their English study. In addition, students self
interest to learning English as their major, teachers teaching style, TTC time, etc are elements that undermine their leaning English. However, some of them indicate that they have never studied English before. However, they do not mention but they studied English in their school days.

Challenges for Learners in English learning Achievements

Table 12. Students indicate challenges for their English learning achievements in Sayed Jamaludin TTC

<table>
<thead>
<tr>
<th>Options</th>
<th>Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>main branch</td>
</tr>
<tr>
<td></td>
<td>M</td>
</tr>
<tr>
<td>a) Financial problems prevent me to study a lot</td>
<td>8</td>
</tr>
<tr>
<td>b) Because of Insufficient time I can’t study regularly</td>
<td>9</td>
</tr>
<tr>
<td>c) Location and distance and time spending is a matter of problem to me</td>
<td>8</td>
</tr>
<tr>
<td>d) Lack of interest in the field of English learning</td>
<td>5</td>
</tr>
<tr>
<td>e) Low or Inexperienced teachers teaching</td>
<td>3</td>
</tr>
<tr>
<td>f) Over crowded classes</td>
<td>9</td>
</tr>
<tr>
<td>g. Teaching is mostly teachers-centred</td>
<td>4</td>
</tr>
<tr>
<td>h) Education class is problematic for me</td>
<td>0</td>
</tr>
<tr>
<td>i) Problems with classmates</td>
<td>2</td>
</tr>
</tbody>
</table>

The students indicated that having financial problem and insufficient time create challenges in order to have better achievement in learning English. In addition, they determine location and travel to the learning centres which cause spending of time is another big challenge to the English learners in the TTCs.

After Graduation from TTC

Table 13. Students expectation form their English learning achievements in Sayed Jamaludin TTC

<table>
<thead>
<tr>
<th>Options</th>
<th>Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TTC main branch</td>
</tr>
<tr>
<td></td>
<td>M</td>
</tr>
<tr>
<td>a) Pass an exam for interning to university</td>
<td>20</td>
</tr>
<tr>
<td>b) I am going to be a teacher</td>
<td>5</td>
</tr>
<tr>
<td>c) I will find a high qualified job with high salary</td>
<td>14</td>
</tr>
<tr>
<td>d) I have my own business</td>
<td>6</td>
</tr>
<tr>
<td>e) I am a teacher now, I study for teaching proficiency</td>
<td>7</td>
</tr>
</tbody>
</table>

In table 13 the students have specified that they want to pass a university entrance exam after their graduation from the TTC even they are in-service students or pre-service learners. They specified that they want to continue their study in 15 and 16 grades at university. In second category, the learners have indicated that they want to be teachers in the futures. This hope has indicated by more female learners rather than males. There are more female learners among the students who expressed they are teachers now and they will be teachers in the future too.
Part Three: Data from Students’ Average Scores

Table 14: Students’ responses who took average Low score in their related exams filling questionnaire

<table>
<thead>
<tr>
<th>Location</th>
<th>75-100%</th>
<th>60-74%</th>
<th>less than 60%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>Seyed Jamaludin Main Branch</td>
<td>10</td>
<td>24</td>
<td>7</td>
</tr>
<tr>
<td>Kabul City Regional Branch</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Kabul Province District TTC</td>
<td>1</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11</strong></td>
<td><strong>28</strong></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td><strong>%</strong></td>
<td><strong>24</strong></td>
<td><strong>52</strong></td>
<td><strong>33</strong></td>
</tr>
</tbody>
</table>

As indicated in the above table, girls are two times than boys who got average high scores in their related semester exam. Instead, these are boys that got low average scores in their related semester exam than girls. On the other hand, girls and boys of main branch have got high average scores among other English learners. The students of city district TTCs have rated the lowest number average scores among other student

Table 15. 600 English Language Learners’ Average Scores of Final Semesters in Sayed Jamaludin TTC

<table>
<thead>
<tr>
<th>Location</th>
<th>Shift</th>
<th>students</th>
<th>Male (254)</th>
<th>Female(346)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>75%-100%</td>
<td>60%-74%</td>
</tr>
<tr>
<td>Seyed Jamaludin Main Branch</td>
<td>Pre-service</td>
<td>160</td>
<td>16</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>In-service</td>
<td>40</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Kabul City Regional Branch</td>
<td>In-service</td>
<td>200</td>
<td>16</td>
<td>35</td>
</tr>
<tr>
<td>Kabul Province District TTC</td>
<td>In-service</td>
<td>200</td>
<td>34</td>
<td>98</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>600</td>
<td>72</td>
<td>147</td>
</tr>
<tr>
<td><strong>%</strong></td>
<td></td>
<td>28</td>
<td>58</td>
<td>14</td>
</tr>
</tbody>
</table>

The above table indicates the learners’ final semester average scores. Girls who have got average high scores are twice as boys gained. As the percentage of girls is higher, it definitely shows that almost they are boys of in-service learners who got low average scores than their female counterparts.

Table 16. students semesters average scores, mode, median, standard division and t test

<table>
<thead>
<tr>
<th>Students Sex</th>
<th>Average</th>
<th>Mode</th>
<th>Median</th>
<th>STDEV</th>
<th>T-test(PV)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>69.9</td>
<td>64</td>
<td>69</td>
<td>9.9</td>
<td>0.001</td>
</tr>
<tr>
<td>girls</td>
<td>72.4</td>
<td>73</td>
<td>73</td>
<td>9.9</td>
<td></td>
</tr>
</tbody>
</table>

According to table 16, it shows the average scores is about 3 points high for girls than boys. Similarly, the mode and median indicates that girls get higher points than boys (9 points and 4 points respectively). In addition, the dispersed of scores between boys and girls is similar. The p value regarding to the T-Test is 0.001 which actually shows the accuracy of scores analysis.
DISCUSSION

This research investigates the boys’ and girls’ English learning achievements in Sayed Jamaludin TTC including its main branch, city district branches and Kabul District TTCs. The main finding consisted of teachers’ points of views, learners’ points of views and students’ fourth semester final exams average scores of 2012. In addition, the findings discuss and compare the factors of English learning achievement among males and females learners. The variables have been depicted by the research data analyzing process. They are the factors which cause low scores among the learners. The area of the research includes variables that impede English learning achievement of students in Sayed Jamaludin TTC.

Following the research questions of the study, I have stated some variables in questionnaires which are reasons of low achievement of girls and boys in their English learning. The research findings determine teachers’ and students’ gender, their employment, students’ previous private study, learners’ family background in English, in-service or pre-service status of Sayed Jamaludin TTC students, TTCs location, location of learners’ home and teachers’ background. According to the local and international literature, such variables definitely have an impact on students’ language learning achievements. Amita and Vyjayanthi (2008) did a research on students learning achievement in India. This research claims that female teachers, teachers’ teaching experience, students’ earlier language learning background and the students’ involvement in learning activities are variables that definitely have role in students’ language learning. These are exactly the variables used in this research, including others as well. Furthermore, According to Muhammad Shahid Farooq and Neelam Shahzadi (2006), who stated a study in Pakistan on students’ learning achievement shows that beside the above variables, the factors like class size and teachers’ qualification have role in learners’ learning achievements. Small numbers of students and large class space, as well as attending the teachers to methodology workshops reinforce learners’ achievements. If we compare the finding of these two researches they are close to finding of the research of students’ English learning achievements in Sayed Jamaludin TTCs which I have done in the field.

Parents and Other Family Members Role

According to Ministry of Education (2007), in Afghanistan, parents are very concerned about school location and the instructors’ gender. The research finding indicates in Sayed Jamaludin TTC the number of female learners and instructors is higher rather than their male counterparts. On the other hand, the low number of one gender has role in their learning low achievements. There is more girls’ enrolment in Sayed Jamaludin TTC. However, in the main branch of the TTC, the number of female teachers is higher rather than male teachers but this is not the only factor for high rate girls in Sayed Jamuldin TTC. The answers to the questionnaires by the learners indicate most of girls are financially supported by their parents. Such information explains the reason for the girls studying at Sayed Jamaludin TTC because of its location and female teachers. On the whole, the findings at Sayed Jamaludin TTC confirm Amita and Vyjayanthi (2008) finding. According to their study, more female teachers increase the cooperation of parents and their daughters in their language learning. Their exam scores also can be increased while female teachers are in classes. The parents encourage their daughters to be in the class where female teachers teach. In addition, if teachers are female, parents believe the situation is safe (ibid), so they support their daughters financially to learn English language even in private courses where female teachers are teaching. Students’ family role including supporting their sons and daughters financially or motivating them to study hard in any private English courses are the indicators that are particularly important in our
learners’ English learning achievement in the TTC. Most of our female learners have illustrated that their parents or any other family member support them financially to have extra study besides coming to TTCs. In relation to that, boys’ and girls’ previous knowledge of English language from English private courses also increase their scores in class exams. Most of the learners have stated that they have Studied English in private courses.

Scores
Score is the variable that indicates low achievement among boys and girls of English learners in Sayed Jamaludin TTCs. The factor is their average scores that they earned in their final semester exam. The result of average score shows a difference between female and male learners. Almost 3 points difference in average scores indicates that still they are girl who have better learning achievement in their classes. Such findings determine positive indication for P value which is 0.001. It determines that score analysis is significantly valid. The difference of repeated scores among boys and girls indicates 9 points which is a big difference. It means, the difference in this respect implies that the girls have higher learning achievement than the boys. The median score which has a difference of only four points also determines the high scores of female learners. The standard division indicates almost the similar desperation of scores around learners’ average scores which shows that that teachers have same type of observation in their class exam for English learners. It is due to most of the main branch teachers’ simultaneously are teaching in both main branch and in Kabul City District TTCs. In addition, according to the findings most of the TTC educators attended to methodology workshop. Such fact definitely coordinates the systematic similar observation in classes. Further, the Table 16 indicates that the scores of girls are higher than boys in Kabul TTCs. Also, many male students gained low scores in their semester exams in main branch in the TTCs. The percentage of each gender group absolutely influences the students’ exam scores. It is due to ¾ of main branch teachers are female educators. This indicates that the teachers gender have influence on learners scores. On the other hand, such analysis indicates that scores are an important element in determining learners’ learning achievement of learners in Sayed Jamaludin TTCs.

Future Teachers
Sending their daughters to TTCs in order to be teachers causes the high enrolment of girls in Sayed Jamuludin TTCs. This is reflected in the findings from the learners’ answers in the questionnaires. Most of the female students in Sayed Jamaludin TTC have indicated that they want to be teachers, while others have illustrated that they are teachers now. The reason behind such intention will be the safe environment of schools for girls in Kabul city and the next will be the half day duty of girls in schools which means they can spend the other half day at home concentrating on family responsibilities. The findings clearly show that nearly most of the female learners have written in their answers that they are teachers at the present and some others have indicated that they will be teachers after graduation. These findings definitely confirm Samady’s (2013) finding that in Kabul there are three out of four female teachers in schools. According to the literature presence of the female teachers increase female involvement in their learning in TTCs and increase parents’ cooperation in their daughters learning. Such fact have role on high score of female learners and raise the learning achievement of the students.

Pre-service and in-service
In the area of in-service and pre-service learners (the students who are at the same time teachers and learners, the students who are only learners) at Sayed Jamaludin TTC, the research finding indicates that nearly all of city district TTCs and Kabul Province District
TTCs learners, beside their study in TTC, are teachers and are employed. They must prepare for their teaching in their school classes. In addition, they have to come to TTCs for their studying. Also they will be busy at home too. Being so busy has negative impacts on their learning achievements. Their final semester average scores show the in-service learners are behind the pre-service learners.

Our in-service students’ age group is higher than that of other learners. In fact, they have replied in the given questionnaires that they have no time for study because most of them are married and are too busy at home, schools and in TTC. They also marked that their insufficient study time is a challenge for their learning. It is the fact that they study in the evening from four o’clock to six o’clock at the TTCs during whole year. It indicates that the time for study is a big problem for them but they have no chance because this is their only free time during the day for their study in TTCs. Being spouse or single, being employed or unemployed and high level of their age all together which is mentioned in table 11 in chapter findings and in table 5 in annex 3 have a role in low achievement of our in-service learners in English language learning.

Home Location
Another important factor is our learners living location. Most of Sayed Jamaludin TTC main branch learners, particularly females, live nearby the TTC, which means they spend little time to get to their classes. Such circumstance helps our female learners to save their time and be free for their leaning. However, some of male learners also live near the TTC, but the percentage is lower than their female counterparts. On the other hand, the learners who stay in dormitory make low percent of all learners who study at the TTC, but still all of them study in main branch of Sayed Jamaludin TTC. Staying in the dormitory gives a chance to the students to study day and night because of their free hours. It also increases the number of students who get high scores in Sayed Jamaludin main branch. The research finding shows that our main branch learners’ average scores are comparatively higher than other TTCs’ learners.

University Entrance Exam
According to the finding of the research, university entrance exam scores have a role in English students’ learning achievement in the TTC. Most girls choose Sayed Jamaludin TTCs in their university entry exam because of its location or for other reasons, but boys have not. The national exam committee regularly sends students who get low scores or who choose the TTCs in their choices. Furthermore, such findings determine that girls were interested to study in TTC but boys did not. Defiantly such factor have role in their learning and on their exam scores. More than half of the students indicated that they are going to pass another university entrance exam to continue their higher education and get a high qualification in English teaching. The findings determine that majority of our learners after graduation from TTC want to pass another university entrance exam in order to study their 15 and 16 years degree in a university to get high qualification in their English learning.

Educators
Teachers’ education and their teaching background influence students’ achievement in their English learning. It becomes clear that almost all of our main branch educators have experienced more than six methodology seminars. The seminars specially have been held by the general directorate of teacher training of the ministry of education and some NGOs. The subject of the workshops concentrated on English teaching methodology for adult learners. Main branch educators have more opportunity to attend these seminars than regional teachers. Our main branch learners have indicated that their teachers are mostly female even the only master teacher of the TTC in English Department is female who teaches in main branch in the
TTC. The educators follow group work, pair work, etc, besides having lectures. According to Amita and Vyjayanthi (2008) female teachers’ teaching classes increase both boys’ and girls’ learning achievements. Therefore, such indicator significantly has role in high score of learners. Here one activity is common in their teaching classes. Nearly all of the teachers use the lecture method, but some of the teachers have indicated that they have various activities besides lectures. According to Farooq and Shahzadi (2006) Skills of teaching and good qualities can be developed in teachers within a short period training of method studies. Workshops and training increase the educators’ awareness and tacit ability of teaching. Also the seminars for teachers can help them to reinforce their teaching quality in higher education and teachers will help the students’ prospective power of being teachers. Besides, the teachers empower themselves to understand the environment of the learner and how to modify their needs in the lessons (ibid). Due to the teachers participation in workshops and their teaching ability have role on students learning language. Teachers’ such qualification increase learners’ score in their exams.

The factors, which are associated with learning achievements in the findings of the research, indicate that the every single factor has role on learners study in the language classes in the TTC.
CONCLUSION

This research shows learning achievement of English learners in Sayed Jamaludin TTC which consists of three section main division, city district TTCs and Kabul District TTCs. The data was collected from teachers’ perspective, students’ perspective and the learners’ average scores of final fourth semester’s exam. The study contrast male and female learners’ English learning achievement through factors such as learners’ and educators’ sex, educators’ qualification, home location, parental involvement, learners’ and their family English learning background and university entrance exam scores. Learners’ final exam average score is the variable that indicates students learning achievement.

The study indicates female learners achieve more in Sayed Jamaludin TTC main branch. It is due to their female educators. Besides the parental role, which support their daughters and sons financially and encourage the learners especially girls to go to the TTC increase the rate of girls in the TTC. It indicates that in general the learning achievements of girls are rather higher than male students. Furthermore, the in-service students’ learning achievement is decreased due to their busy time. This is clearly understood from their final semester scores that in-service learners who are mostly studying in city district TTCs and Kabul Province District TTCs are backed from our pre-service learners who mostly study in main branch of Sayed Jamaludin TTC.

In the area of location, the female learners mostly live in urban regions the same as their male counterparts but a big percentage of male learners live in rural areas. Such fact determines that they have low learning achievements in their scores of semester exam. Totally, Kabul Provence District TTCs learners which most of them are male have low scores in their final semester exam. Besides, the numbers of female learners who study there have got rather low scores than boys in Kabul Province District TTCs.

Sayed Jamaludin female learners help to increase the number of female teachers in Kabul city. Because most of the learners marked that they are teachers or they want to be teachers after graduation.

Besides, some of the male and female in-service learners also have indicated that the reason behind their low learning achievements is their part time job while nearly all of the in-service male and female learners have indicated that their low scores reason is due to their busy time at their schools, at TTCs study and at their home.

The finding of this study determines the hope of the learners for having high English qualification. Most of the male learners due to their low scores of university entrance exam have chosen Sayed Jamaludin TTC while majority of the students want to pass another university entrance exam. Due to interest to higher study they want to study their 15 and 16 grade English qualification at university.

The educators’ view points about increasing their learners’ English learning achievement illustrate that they prefer low number of students in their language classrooms. It will help the educators to have significantly high role in increasing their English learning achievements. Furthermore, they expressed that encouraging learners to take part in learning activities is another variable, which can help to make better the students’ learning achievements.

The findings of the research have accomplished the aim of the research and they clearly develope the variables which are mentioned in research questions. It indicates that it is constructive to consider the applicability of the data in Afghan context. The findings approve other finding which have done in regional level by Samady (2013), Amita and Vyjayanthi (2008) and Farooq and Shahzadi (2006). These mentioned researches had been done in students’ learning achievement in different countries. However, their finding to some extent are the same but in details there are some differences according to the context of local education system and the circumstances which have influence in the regions.

The findings of this study which is compiled in tables arranged in main text and in annex
concentrate on the variables which are mentioned in chapter introduction. Furthermore, the findings approve and discuss the issue in literature review. So it is worth to mention that my findings confirm other scholars’ results mentioned in the literature chapter because, such findings have been developed in Afghan context. However, the research is limited to the area of Sayed Jamaludin TTC in Kabul province still it indicates an overall picture of Afghan English learners learning achievement of all TTCs. The reason behind such claim is basically the TTC consists of the most developed main branch, the city district branches and the isolated Kabul province district branches. These three sites indicate as the state of affairs of all TTCs in Afghanistan.
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ANNEXE

Annex 1: Questionnaire for English Teachers Educators

Sex:  --------- male  -------- female  Age: ___________

Level of Education:

a) BA  b) MA  c) PhD

Teaching Experience in TTC:

a) 1 year or less  b) 2-5 years  c) 6-10 years  d) 11-20 years  d) more than 20 years

1-  Average number of students in your English classrooms:

a) less than 15  b) 20-30  c) more than 30

2) Your Teaching Subject:

a) Grammar  b) Reading  c) Speaking  d) writing  e) methods  f) phonetics  g) morphology

3) Target teaching classes

a) Pre-service Students  b) in-service students  c) both

4) In which branch of Sayed Jamaludin TTC do you teach (you can choose more than one option)?

a) In Sayed Jamaludin TTC main branch  b) in Kabul city regional TTC  c) in Kabul Province District TTC

5)-Have you participated in any workshop or training where methodologies of English teaching have been thought to you?

a) Yes  b) No

6)-If yes, in how many workshops have you participated? Please specify:

A) In none of the workshop  b) in one  c) in two to five  d) in 6 and more than 6

7) Do you use students centred teaching methods in your classroom?

a) Yes  b) No

8) If yes, how often do you use them in your English teaching class?

a) Regularly  b) Sometimes  c) Rarely  d) I do not know

9) I mostly follow the activities in my class:

a) lectures  b) group work  c) pair work  d) teacher ask question and student answers
e) teacher all the time correct the students mistakes
f) students correct students mistakes
g) teacher first does an activity then students repeat it
h) others-------------------------------------------

10) Indicate your level of agreement with the following statement: student’s centred methods enhance students overall English language achievement
a) Strongly agree b) Agree c) I don’t know d) Disagree e) Strongly disagree

11) Using students centred methods in English classrooms accelerate learners learning achievement.

12) Boys and girls can participate in groups regardless of age and their gender.

13) The disadvantage with students’ centred class is that the teacher loses control of students’ during the activities.

14) Students centered methods mainly benefits poor students while talented students underachieve.

15) Students centered methods decreases students’ language anxiety.

16) Please tick one of the following answers specify male and female Students in your teaching class:

a) Boys are majority
b) Girls are majority
c) Boys and girls are equal in numbers
d) I do not know

17) Who take part more in classes?

a) Male b) female c) both d) I don’t know

18) Who takes part more than others in classroom activity? (You can select more one option)
a. in service female students b. pre-service females students c. in service male students d. pre Service male students e. I don’t know

19) How boys and girls learn? (You can select more than one option)

a) Girls critically analyze issue of class activities
b) Girls critically analyze issue of class activities
c) Boys only memorize
d) Girls only memorize
It depends to the personal ability
I don’t know
Other

20) If teacher teaches through bilingual method (You can select more than one option):
- all the student learn English equally
- students only learn meaning of the words directly
- it increases students deep learning
- Students learn competitively
- It decrease students critical thinking
- I don’t know
- Any other please specify ……………………………………………………….

21) If teacher teaches through monolingual (only English) method (You can select more than one option):
- all the student learn English equally
- students can learn due to clues critically
- it increases students deep learning
- Students learn competitively
- It decrease students critical thinking
- I don’t know
- Any other please specify ……………………………………………………….

22) Mostly who has role in students learning achievement? (You can select more options)
- Students themselves
- Teachers
- Parents/relatives
- All of them
- I don’t know
- Other Please specify…………………………………………………...

23) How Parents can increase the students learning achievements
- They directly teach their daughters and boys
- They encourage their daughters and sons to follow their English learning in private English learning centres besides their TTC studies.
- They provide modern equipments to their daughters and sons
- I don’t know
- Other ………………………………………………………………………...

24) What variables cause that students have average low scores (you can choose more than one option)?
- Their insufficient English family background
- The learners do not receive support in their learning from anyone
- Parents are not interested in their sons and daughters learning
- Their individual characteristics
- The students have part time job
- The learning place is inappropriate
The class is overcrowded (has too many students)
I don't know
Other please specify

25) Students get average high score in examination when? (You can select more than one option)

a) Parents have English learning background

2. The students do not work part time job
3. The students have studied English in private English centres as well as in the TTC in the same time.
4. The students do regular classroom activity
5. The students do regular homework
6. I don't know
7. Other

26) What variables cause that students have average less than 60% scores (you can choose more than one option)?

a) Parents have not English learning background
   b) Teachers teaching ability
   a) Their individual characteristics
   b) Their insufficient learning environment
   c) I don't know
   d) Other please specify

27) Students have low score more often when the teacher (You can choose more than one option).

1. has a low academic level (have not seen methodical workshop)
2. has little experience of teaching (new comer)
3. teacher has no role
4. other

28) students Gain high score among other students
a) Girls of in-service
b) Girls of pre-service
c) Boys of in-service
d) Boys of pre-service
e) I do not know

29) From your experience which type of students have achieved score less than average 60%? (select more than one option)

a) Girls of in-service
b) Girls of pre-service
c) Boys of in-service
d) Boys of pre-service
e) I do not know

30) In your points of view why student became failure in their learning achievement in one or two word answer
a. -----------

31) What are challenges for you as a teacher in increasing English students achievements? (select more than one option):

a) Lack of Students interests in English learning
b) Insufficient teaching time in class
c) Parents do not have cooperation with their sons/daughters
d) Teachers’ low teaching ability
e) Over crowded classes
f) Co education system is a problem for girls
g) I don’t know
h) Other

32) What is your suggestion for other teachers in increasing learning achievement of both sexes in English classroom?
In two or three words:

a-------------------

Dari version teachers’ Questionnaire

پرسشنامه استادان انگلیسی

مطامرات شخصی استاد: 

جنس: منذکر ماستر (الف) لیسانس (ب) ماستر (ب) دکتر (ت) دکتر

درجه تحصیل: 

تربیه استاد در دارالمعلمین:
الف) کس سال (ب) 6-12 سال (ت) 11-20 سال (ث) بیشتر از 20 سال

1. تعداد اوسط محصلین در صنف انگلیسی شما:
   a) کمتر از 15
   b) 22-30
   c) بیشتر از 30

2. مضمون که تدریس میکنید:
   a) گرامر
   b) خوانش
   c) محاوره
   d) مهارت تحریر
   e) میتود
   f) آواژنیاسی
   g) زبانشناسی

3. صنوف که تدریس میکنید:
   a) داخل خدمت
   b) قبل از خدمت
   c) هردو

4. در کدام شاخه سید جمال الدین تدریس میکنید؟
   a) در مرکز حمایتی سید جمال الدین
   b) در مرکز خدماتی سید جمال الدین

5. آیا در کدام ورکشاپ و ترینینگ که در آن میتود تدریس انگلیسی تدریس شده اشتراب کرده اید؟
   a) ب) نخیر

6. اگر ب) نخیر ب) چندین روز ویا ماه بوده؟
   a) هیچ اشتراب نکرده
   b) بهداشتی
   c) از 2-5
   d) 6-11

7. آیا میتود شاگردمحور را در صنف تان بکار میبرید؟
   a) ب) نخیر

8. اگر چنین یا کدام انتقال این از صنف تان بکار میبرید?
   a) همانطور ب) گاهی گاهی (ت) در تا (ث) نمی دانم

27
9. بیشتر وقایتی فعالیتهای ذیل را در صنف اجرامی‌مایم:

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10. میتود‌شناسیر محور سطح کلی دانش انجیلی‌شیان را تقویمی‌می‌کند:

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11. استفاده میتود شاگرد محور در صنوف انگلیسی دست اوردهای آموخته دانش آموزان را سرعت می‌بخشد:

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12. پرسن و دقیقاً بدون نظرداشت جنس و عمر شاگردان در کلاس‌های انگلیسی تمرین اشکال کنند:

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13. نقص صنوف شاگرد محور این است که استاد هنگام فعالیت درسی کنترل صنف را از دست می‌دهد.

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14. میتود شاگرد محور خاصیتی به شاگردان ضعیف کمک می‌کند. در حالی که استعداد شاگردان با استعداد‌ر سرکوب می‌شوند.

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15. میتود شاگرد محور اضطراب لسان را در بین شاگردان کم می‌کند.

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16. لطفاً جواب‌های ذیل را انتخاب نموده تعداد شاگردها در صنف تازرا مشخص کنید:

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17. کی بیشتر در صنف به می‌گیرد؟

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<td>(ا)</td>
<td>کاملا موافق</td>
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<td>(ب)</td>
<td>موافق</td>
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<td>(پ)</td>
<td>نمیدانم</td>
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<td>(ث)</td>
<td>کاملا مخالف</td>
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<td>(ج)</td>
<td>مخالف</td>
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</tbody>
</table>

18. اگر تعداد دخترها کافی نباشد در صنف محترم لطفاً واضح بسازید که کدام یک بیشتر در درصددی‌کرده‌اند.

<table>
<thead>
<tr>
<th>کد</th>
<th>انتخاب</th>
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<tbody>
<tr>
<td>(ا)</td>
<td>شاگردان انگلیسی قبل از خدمت</td>
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<td>(ب)</td>
<td>شاگردان انگلیسی داخل خدمت</td>
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<td>شاگردان انگلیسی قبل از خدمت</td>
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<td>(ث)</td>
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<td>نمیدانم</td>
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19. پرسن و دختران چگونه می‌آموزند؟

<table>
<thead>
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<th>کد</th>
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<tr>
<td>(ا)</td>
<td>میخاطبیک خصوصی کرده‌اند</td>
</tr>
<tr>
<td>(ب)</td>
<td>پرسن تا میخاطبیک خصوصی کرده‌اند</td>
</tr>
<tr>
<td>(پ)</td>
<td>این مربوط به همانی‌ها فردی شیا</td>
</tr>
<tr>
<td>(ث)</td>
<td>نمیدانم</td>
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<td>(ج)</td>
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20. کی بیشتر در کلاس درس تدریس کند (لسان دری یا پشتون انگلیسی)

<table>
<thead>
<tr>
<th>کد</th>
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<tr>
<td>(ا)</td>
<td>تمام شاگردها انگلیسی را بطور مساوی می‌آموزند</td>
</tr>
<tr>
<td>(ب)</td>
<td>پشتون می‌آموزند</td>
</tr>
<tr>
<td>(پ)</td>
<td>دری می‌آموزند</td>
</tr>
<tr>
<td>(ث)</td>
<td>نمیدانم</td>
</tr>
<tr>
<td>(ج)</td>
<td>نمیدانم</td>
</tr>
</tbody>
</table>
شگردان معنی کلمات را مستقیما می‌اموزند.
ت. آموزش شگردان را تقویت می‌بخشند.
ث. شگردان به طور رقابتی می‌اموزند.
چ. توکانی تجزیه وحلیلی شان را می‌پردازند.
د. نمیدانم.

کدام چیز دیگر لطفاً مشخص بسازید.

21) اگر استاد صرف با روش یک لسانه (تلا انگلیسی) تدریس کند:
أ. تمام شگردان انگلیسی را به طور مساوی می‌اموزند.
ب. شگردان به اساس علامت ونشانه‌های دیگر می‌اموزند.
ت. آموزش دقیق شگردان را تقویت می‌بخشند.
ث. شگردان به طور رقابتی می‌اموزند.
چ. توکانی تفرآورشگردان را تقویت می‌بخشند.
د. نمیدانم.

22) اساساً کی در آموزش بهتر محصلین نقش دارند؟
أ. خود محصلین.
ب. استادان.
ت. والدین/اقارب.
ث. همه انتظار.
چ. نمیدانم.

23) والدین چگونه می‌توانند دست‌اورد های آموزشی (فرزندانشان) شگردان را انکشاف دهند؟
أ. آنها مستقیما پسران ودخترانشانرا تدریس می‌کنند.
ب. آنها در پهلوی دروس تربیه معلم پسران ودخترانشانرا به فراگیری زبان انگلیسی در کورس‌ها و موسسات خصوصی تشییع می‌کنند.
ت. آنها وسایل عصری را برای دختران وپسرانشان تهیه می‌کنند.
ث. نمی‌دانم.
ج. نمیدانم.

24) شگردان زمانی درامتحانات نمرات کم دارند که: (میتوانیدیبیشتر از یک جواب را انتخاب کنید).
أ. عضوی اسکی دسترسی به لسان انگلیسی دارند.
ب. شگردان برای اموزش شان از هیچ کس همکاری دریافت نمی‌کنند.
ت. والدین به اموزش لسان انگلیسی دختران وپسرانشان علاقه مند نیستند.
ث. این به توکانی فردی محصل بستگی دارد.
ج. شگردان وظیفه نمی‌بینند روزی دارند.
ح. محل نامناسبی در اموزشی.
خ. جمعیت زیاد در صف‌های تدریس.
د. نمیدانم.
ذ. نمیدانم.

25) شگردان زمانی برای کامیابی نمرات کافی دارند که: (میتوانیدیبیشتر از یک جواب را انتخاب کنید).
أ. والدین انگلیسی دارند.
ب. شگردان وظیفه نمی‌رودت نشاشه باشند.
ت. شگردان به مهارت دروس تربیه معلم در مؤسسات خصوصی لسان انگلیسی را فراگرفته‌اند.
ث. شگردان به مهارت دست‌اورد، هم‌اکنون را به شکل دوامدار انجام می‌دهند.
ج. شگردان کار های خانگی‌شان را به طور دوامدار انجام می‌دهند.
26. چه مسائل سبب میشود تا شاگردان نمرات کمتری از 60 را بگیرند؟
أ. ضعف فاصله در دانش زبان انگلیسی
ب. سطح دانش استادان
ت. سلفیه‌های شخصی
ث. محیط نادرست آموزشی
ج. نمی‌دانم
د. دیگر
27. شاگردان معمولاً نمرات کم می‌گیرند که ممکن است می‌توانند چند گزینه را انتخاب کنند؟
أ. سلح‌الهی پایان داشته باشد (ورکشاپ‌های میتوودیک را ندیده باشد)
ب. تجربه عالی را داشته باشد (استادان جدید التقرر)
ت. استاد نقشی ندارد
ث. دیگر
28. کی در بین شاگردان نمرات عالی می‌گیرد؟ صرف یک گزینه را انتخاب کنید.
أ. دختران داخل خدمت
ب. دختران قبل از خدمت
ت. پسران داخل خدمت
ث. پسران قبل از خدمت
ج. نمی‌دانم
29. از نظر شما کی در بین دختران کمتر از 60% نمره کرده‌اند؟ یک گزینه را انتخاب کنید.
أ. دختران داخل خدمت
ب. دختران قبل از خدمت
ت. پسران داخل خدمت
ث. پسران قبل از خدمت
ج. نمی‌دانم
30. از نظر شما چرا شاگردان در دستاوردهای آموزشی ناکام می‌مانند؟ توسط یک یا دو کلمه جواب دهید.
А. __________
ب. __________
31. منحیت استاد جوان برای تقویه دست‌آوردهای آموزشی شاگردان در لسان انگلیسی چه است؟ آنها دو یا سه اشکال می‌توانند چه کمیکیکاند انتخاب کنند.
أ. عدم علاقه‌مندی شاگردان
ب. عدم وقت کافی
ت. عدم همکاری والدین
ث. ناتوانی معلم
ج. صونف یکسانیت
ع. سمپاتی آموزشی مخلوط (پسران ودختران)
32. پیشنهاد شما برای دیگر استادان در عرصه تقویه اورشلیه برای آموزشی برای هردو جنس چه است؟
در دو یا سه کلمه جواب دهید.
Annex 2: Questionnaire for English Learners

Age____________________

Place of living (permanent) ______________________

Mother tongue: ______________________

Sex: Male □ Female □

Grade: a) 13th b) 14th c) graduated

1) I have enrolled in Sayed Jamaludin TTC to study because (you can tick more than one option)?
   a. I have got low score in university entrance national exam
   b. Due to my family insistency
   c. My interests in English proficiency
   d. My interest to be teacher
   e. My interest to have better job
   f. I am a teacher in one of public/private school
   g. Any other----------------------------------

2) Where do you live?
   a) Rural b) urban

3) Where is your house (staying) location?
   a) Dormitory
   b) near by the TTC
   c) in long distance to TTC

4) How long have you travelling to get TTC?
   a) One or Less than one hour
   b) 1-2 hour
   c) 2-3 hour
   d) 3-4 hour
   e) 4-5 hour
   f) More than five hour

5) Do you get financial support from your family
   A) Yes
   B) No

6) If no, please find answer to this question, how do you achieve your studying?
a) I work as a teacher at school
b) I have job in an office full time
c) I have part time job
d) I receive lone form anyone else or bank
e) Other  

7) Do your Parents consult you for your English learning?
a) Yes
b) No

8) If, yes, how?  

9) If, no why?  

10) Where did you study English before you enrolled in TTC (you can tick more than one option)?
a) Only at school
b) I have studied in private English courses
c) I have studied with one of relative
d) I have not studied English else where
e) Others  

11) Do you continue your English study beside TTC in other places too?
a) No
b) Yes

12) If yes where  

13) I have attend to:
   a) In-service section of TTC  b) pre-service section of TTC

14) tick the following statements if they are true to you.( you Can chooses more than one option)
a) I am a teacher of English.
b) I am a teacher of other subjects
c) I am single
d) I am married
e) I live in Kabul city
f) I live in Kabul province district
g) other  

15) Who teach you?
a) all male teachers
b) all female teachers
c) equally
d) there are more female teachers
e) there are more male teachers

16) What methods use your teachers in your class?
   a) Students centred      b) teachers` centred

17) mostly our teachers follow(you can tick more than one option):
   i) lectures
   j) group work
   k) pair work
   l) teacher ask question and student answers
   m) teacher all the time correct the students mistakes
   n) students correct students mistakes
   o) teacher first does an activity then students repeat it
   p) others-----------------------------

18) Do you repeat the similar activity in all your learning sessions or they are flexible.
   a) we repeat the similar activity and methods
   b) our one day activity is different from another

19) How often do your teachers use students centered methods in your class?
   a) Regularly b) Sometimes c) Rarely d) never

20) Indicate your level of agreement with the following statement: students centered methods enhance students’ overall English language achievement
   a) Strongly agree b) Agree c) I don’t know d) Disagree e) Strongly disagree

21) Boys and girls can participate in groups regardless of age and their gender.
   a) Strongly agree b) Agree c) I don’t know d) Disagree e) Strongly disagree

22) The disadvantage with students centered methods is that the teacher loses control of students’ learning achievement.
   b) Strongly agree b) Agree c) I don’t know d) Disagree e) Strongly disagree

23) Students centered methods mainly benefits poor students while talented students underachieve.
   a) Strongly agree b) Agree c) I don’t know d) Disagree e) Strongly disagree

24) Students centered methods helps me to practice English a lot.
   a) Strongly agree b) Agree c) I don’t know d) Disagree e) Strongly disagree

25) I feel less anxious when I am working with other students in a group.
   a) Strongly agree b) Agree c) I don’t know d) Disagree e) Strongly disagree

26) Your pervious semester average score was.
   a) 75-100 % b) 60-75% c) less than 60%
27) In the following semesters I have got less than average of 60 score
   a) First semester
   b) second semester
   c) third semester
   d) fourth semester
   e) I was successes in all semesters

28) (only students who got low score can tick) I have got low average score in English exams because? (you can select more than one option)
   a. none of my relevant understand English to help me
   b. I have not studied English elsewhere
   c. Parents are not interested in my English status
   d. I have part time job
   e. Teacher’s teaching style is boring for me
   f. I am not free for my English study any way
   g. Teaching is mostly teachers-centred
   h. Lack of interest in English learning
   i. I am a teacher
   j. Family problem
   k. Other-----------------------------

29) (learners who got high score can tick) I have got high average score in English exams because? (you can select more than one option)
   a. One of my relevant understand English he/she helps me
   b. I have studied English elsewhere too
   c. I have free time for more study
   d. Teachers’ teaching activities were useful
   e. In consult with classmates
   f. Other ……………………………………………………………………………………………

30) What are the challenges for having high score for you in learning English language? You can choose as you think they are true for you.
   i) Financial problems prevent me to study a lot
   j) Because of Insufficient time I can’t study regularly
   k) Location and distance and time spending is a matter of problem to me
   l) Lack of interest in the field of English learning
   m) Low or Inexperienced teachers teaching
   n) Over crowded classes
   o) Problems with classmates
   p) co education class is problematic for me
   q) Other-----------------------------

31) After graduation I am going to (you can tick more than one option);
A) Pass an exam for interning to university
B) I am going to be a teacher
C) I will find a high qualified job with high salary
D) I have my own business
E) I am a teacher now, I study for teaching proficiency
F) Others

Dari version Students Questionnaire

پرسشنامه شاگردان انگلیسی

عمر: ____________________
محل زیست: ____________________
زبان مادری: ____________________
جنس: مذکر
مونت: ____________________

صفن: ( ) 13 ( ) 14 ( ) فارغ تحصیل

1. من بخاطر در تربیه معلم میلی که: (میتوانید بیشتر از یک مورد را انتخاب کنید)
   ا) در امتحان ملی کانکور نمره کم اخذ نموده بودم.
   ب) بخاطر پافشاری فامیلی
   ت) علاقه در لسان انگلیسی
   ث) علاقه به استادی
   ج) علاقه به داشتن وظیفه خوب
   ح) که من در یکی از مکاتب دولتی/شخصی استاد هستم.
   خ) دیگر..................................................

2. در کجا زندگی میکنید؟
   ا) شهر
   ب) قریه

3. سکونت فعلی شما کجاست؟
   ا) لیلیه
   ب) نزدیک تربیه معلم
   ت) دور از تربیه معلم

4. به چه اندازه راه را برای رسیدن به تربیه معلم سفر میکنی؟
   ا) یک ساعت یا کمتر از آن
   ب) یک تا دو ساعت
   ت) دو تا سه ساعت
   ث) سه تا چهار ساعت
   ج) چهار تا پنج ساعت
   ح) بیشتر از پنج ساعت
   پ) متای فامیلی

5. آیا شما از فامیل تان کمک مالی دریافت میکنید؟
   ا) بله
   ب) نخیر
6. اگر نخیر، لطفا جواب تانرا در جملات ذیل دریافت کنید. چگونه به تحصیل خود ادامه میدهید؟
   ا. منجیبت استاد در کتاب کار میکنم.
   ب. در یک دفتر وظیفه روزی دارم.
   ت. من یک وظیفه در مکتب کار میکنم.
   ث. من از کسی یا بانک قرضه دریافت میکنم.
   ج. دیگر

7. واکنش یا دوست شما در مورد اموزش نسان انگلیسی به شما مشوره می‌دهد؟
   ا) بله
   ب) نخیر

8. اگر بله چگونه؟

9. اگر نخیر چرا؟

11. آیا شما در کلاسی از انگلیسی به‌طور معمول به مطالعه انگلیسی ادامه می‌دهید؟
   ا) بله
   ب) نخیر

12. اگر بله کجا؟

13. الحالات داخل خدمت ویا قبل از خدمت:
   ا) قبل از خدمت
   ب) داخل خدمت

14. از جملات ذیل یکی از دروس انگلیسی که شما درست است انتخاب کنید. (میتوانید بیشتر از یک گزینه را انتخاب کنید)
   ا. من استاد انگلیسی است.
   ب. من استاد های شخصی مطالعه کردیم.
   ت. من از کلاس انگلیسی نخواندیم.
   ث. من در کلاسی دیگر انگلیسی مطالعه کرده‌ام.
   ج. دیگر

15. چگونه در دروس که شما درست انتخاب کنید؟ (میتوانید بیشتر از یک گزینه را انتخاب کنید)
   ا) تمام استادان دوکور
   ب) تمام استادان اثاث
   ث. مساوی
   ت. استادان انگلیس استادان مذکر
   ج. استادان دوکور بیشتر زا استادان مزده
   ه. استادان شما از کلاس روس‌های تریس استفاده می‌کنند
   خ. دیگر

16. استادان شما از کلاس روش‌های تریس استفاده می‌کنند؟
   ا) شاگرد محور
   ب) استاد محور

17. استادان ما بیشتر از این روش پیروی می‌کنند (میتوانید بیشتر از یک گزینه را انتخاب کنید)
   ا) لکچر
ب. کار گروپی
ت. کار دونفره
ث. کار گروپی-ت. کار دونفره
ا. استاد همیشه اشتباهات شاگردان را می‌گیرد
ب. استاد یک فعالیت را اجرای می‌کند و بعد شاگردان تکرار می‌کنند
د. ادبیات این استاد یک فعالیت است

۱۸. شما در هر جلسه درسی از یک فعالیت اسفاده می‌کنید یا تنوع وجود دارد؟
أ. منفی ب. مثبت

۱۹. استاد شما چگونه از روش‌های نشان می‌دهد؟
أ. در صفحات تنها یک نشان می‌دهد
ب. در صفحات غیرنواحی نشان می‌دهد

c. استاد همیشه اشتباهات شاگردان را می‌گیرد
د. استاد همیشه اشتباهات شاگردان را می‌گیرد

۲۰. روش‌های میکرو محدود در صنف‌تان اسفاده می‌کنند؟
أ. کاملا موافق
ب. موافق
ت. نمیدانم
ث. مخالف
ج. کاملا مخالف

۲۱. مشکلات فامیلی

۲۲. روش‌های میکرو در صنف‌تان اسفاده می‌کنند؟
أ. کاملا موافق
ب. موافق
ت. نمیدانم
ث. مخالف
ج. کاملا مخالف

۲۳. روش‌های میکرو در صنف‌تان اسفاده می‌کنند؟
أ. کاملا موافق
ب. موافق
ت. نمیدانم
ث. مخالف
ج. کاملا مخالف

۲۴. روش‌های میکرو در صنف‌تان اسفاده می‌کنند؟
أ. کاملا موافق
ب. موافق
ت. نمیدانم
ث. مخالف
ج. کاملا مخالف

۲۵. روش‌های میکرو در صنف‌تان اسفاده می‌کنند؟
أ. کاملا موافق
ب. موافق
ت. نمیدانم
ث. مخالف
ج. کاملا مخالف

۲۶. روش‌های میکرو در صنف‌تان اسفاده می‌کنند؟
أ. کاملا موافق
ب. موافق
ت. نمیدانم
ث. مخالف
ج. کاملا مخالف

۲۷. در صنف‌تان چه معمولاً اسفاده می‌کنید؟
أ. عادی
ب. معمولاً
ت. نمیدانم
ث. معمولاً
ج. کاملا

۲۸. شکستن اسفاده میکرو در صنف‌تان چگونه می‌کنید؟
أ. در صفحات تنها یک نشان می‌دهد
ب. در صفحات غیرنواحی نشان می‌دهد
ت. نمیدانم
ث. کاملا
ج. کاملا مخالف

۲۹. مشکلات فامیلی

۳۰. مشکلات فامیلی

۳۱. مشکلات فامیلی

۳۲. مشکلات فامیلی

۳۳. مشکلات فامیلی

۳۴. مشکلات فامیلی

۳۵. مشکلات فامیلی

۳۶. مشکلات فامیلی

۳۷. مشکلات فامیلی
29. شاگردان که نمره بلند کرده اند می‌توانند نشانی نمایند (میتوانید بیشتر از یک گزینه را انتخاب کنید)

(میتوانید بیشتر از یک گزینه را انتخاب کنید)

أ. ب بیشتر از اقارب من انگلیسی می‌داند و مرا کمک می‌کند
ب. من در جای دیگر نیز انگلیسی آموزش می‌خواهم
ت. من برای مطالعه بیشتر وقت کافی دارم
ث. روش‌های تدریس استادان مفید بوده
ج. من به همصداشته می‌گویم و می‌بینم
ح. من با همکارانم مشترک می‌شویم
د. دیگر

30. مشکل شما در اخذ نمرات عالی در آموزش لسان انگلیسی چه است (میتوانید بیشتر از یک گزینه را انتخاب کنید)

(میتوانید بیشتر از یک گزینه را انتخاب کنید)

أ. مشکلات اقتصادی می‌باشد که بیشتر درس خواندم
ب. بیشتر زمان کافی برای کتبی‌های ضروری کم‌می‌روید
ت. موقتاً بیش از یک سفر به ایران می‌سافرم
ث. عدم علاقه به اورژانس‌های انگلیسی می‌باشد
ج. تدریس استادان کم تجربه
ح. الصحف و مردم از این انتخاب شاگردان در یک صنف
خ. مشکلات با هم‌চل‌ن
د. دیگر

31. بعد از فراگای من می‌خواهم (میتوانید بیشتر از یک گزینه را انتخاب کنید)

(میتوانید بیشتر از یک گزینه را انتخاب کنید)

أ. انتخاب ماهیت و محتوای درس‌های اندکی
ب. انتخاب ماهیت و محتوای درس‌های تقویت
ت. انتخاب ماهیت و محتوای درس‌های تقویت
ث. به کار خود بررسی
ج. به کار خود بررسی
ح. به کار خود بررسی
د. دیگر

Annex 3: TABLE
Table 1. The number of English Educators and learners in this study

<table>
<thead>
<tr>
<th>Location</th>
<th>Teachers(50)</th>
<th>Students(100)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>Seyed Jamaludin Main Branch</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>Kabul City Regional Branch</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Kabul Province District TTC</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>23</td>
<td>27</td>
</tr>
<tr>
<td><strong>%</strong></td>
<td>46</td>
<td>54</td>
</tr>
</tbody>
</table>

Table 2. The students’ first language who replied questionnaire

<table>
<thead>
<tr>
<th>Location</th>
<th>Pashtu</th>
<th>Dari</th>
<th>M</th>
<th>F</th>
<th>M</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seyed Jamaludin Main Branch</td>
<td>4</td>
<td>13</td>
<td>21</td>
<td>22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kabul City Regional Branch</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kabul Province District TTC</td>
<td>12</td>
<td>4</td>
<td>4</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>18</td>
<td>16</td>
<td>28</td>
<td>38</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>%</strong></td>
<td>39</td>
<td>30</td>
<td>61</td>
<td>70</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 3. The learners’ age group who replied questionnaire

<table>
<thead>
<tr>
<th>Location</th>
<th>24-34 years</th>
<th>35-45 years</th>
<th>More than 46 years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>Seyed Jamaludin main branch</td>
<td>25</td>
<td>35</td>
<td>0</td>
</tr>
<tr>
<td>Kabul City regional branch</td>
<td>1</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Kabul province District TTC</td>
<td>7</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>total</td>
<td>32</td>
<td>37</td>
<td>10</td>
</tr>
<tr>
<td>%</td>
<td>70</td>
<td>69</td>
<td>22</td>
</tr>
</tbody>
</table>

Table 4. The teachers’ age group who replied questionnaire

<table>
<thead>
<tr>
<th>Location</th>
<th>24-34 Years</th>
<th>35-45 Years</th>
<th>More Than 46 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>Seyed Jamaludin Main Branch</td>
<td>2</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>Kabul City Regional Branch</td>
<td>7</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>Kabul Province District TTC</td>
<td>4</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>total</td>
<td>13</td>
<td>23</td>
<td>9</td>
</tr>
<tr>
<td>%</td>
<td>57</td>
<td>85</td>
<td>39</td>
</tr>
</tbody>
</table>

Table 5. Teachers’ view about variables causes students to get low score in English learning in Sayed Jamaludin TTC

<table>
<thead>
<tr>
<th>Options</th>
<th>M%</th>
<th>F%</th>
<th>M%</th>
<th>F%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Their insufficient family background</td>
<td>91</td>
<td>78</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Their teachers qualification</td>
<td>39</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Their individual characteristics</td>
<td>91</td>
<td>85</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Their insufficient learning environment</td>
<td>83</td>
<td>52</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) The distance to TTC is long(Home to TTC distance)</td>
<td>74</td>
<td>72</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f) The class is overcrowded (has too many students)</td>
<td>74</td>
<td>67</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g) The classroom is inappropriate</td>
<td>74</td>
<td>63</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h) There is lack of transportation</td>
<td>17</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other please specify</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching of all the subjects 17</td>
<td>74</td>
<td>33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>student absentee sim 9</td>
<td>83</td>
<td>48</td>
<td></td>
<td></td>
</tr>
<tr>
<td>student absentee sim 13</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 6. Students Views about their Classroom Activities

<table>
<thead>
<tr>
<th>Options</th>
<th>Main branch</th>
<th>Regional TTCs</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>a) Lectures</td>
<td>11</td>
<td>11</td>
<td>16</td>
</tr>
<tr>
<td>b) Group work</td>
<td>6</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>c) pair work</td>
<td>3</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>d) Teacher ask question and student answers</td>
<td>6</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>e) Teacher all the time correct the students mistakes</td>
<td>1</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>f) Students correct students mistakes</td>
<td>7</td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td>g) Teacher first does an activity then students repeat it</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Table 7. Students Who Took low Average Low Scores

<table>
<thead>
<tr>
<th>Location</th>
<th>75-100%</th>
<th>60-74%</th>
<th>Less Than 60%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>Seyed Jamaludin Main Branch</td>
<td>10</td>
<td>24</td>
<td>7</td>
</tr>
<tr>
<td>Kabul City Regional Branch</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Kabul Province District TTC</td>
<td>1</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>28</td>
<td>15</td>
</tr>
<tr>
<td>%</td>
<td>24</td>
<td>52</td>
<td>33</td>
</tr>
</tbody>
</table>