

YEMEN SECONDARY SCHOOL STUDENTS'
ATTITUDE TOWARDS EDUCATION AND
ACHIEVEMENT MOTIVATION

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**Thesis Submitted in Fulfillment of the Requirement
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DEDICATION

Words are not enough to express my heartfelt feeling to my wife for her love, emotional support and also the most important thing is for her help during my study. My loving wife, I dedicate this thesis to you for your encouragement and support. Also to my daughters Hanin, Hadil and Nadeen who had been a great source of motivation and inspiration. I offer my warmest regards and thanks to my mother for her continued support.

PUSAT PEMBELAJARAN DIGITAL SULTANAH NUR ZAHIRAH

ABSTRACT

Abstract of thesis presented to the Senate of University Malaysia Terengganu in fulfillment of the requirement for the Degree of Doctor of Philosophy

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ABDULELAH MOHAMMED SALEH KHAZENDAR

October 2013

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Faculty : Social Development

The education system in Yemen is still in developing phase. The current study thus undertaken to examine the differences in domains of attitude towards the education of the secondary high school students and its relationship to achievement motivation based on gender. For this, three geographical areas in Yemen (Sana'a, Taiz and Dhamar) were selected to collect information. In the present study, both male and female participants were randomly selected, consisting a total of 399 students from all geographical areas enrolled in three levels of secondary school (first, second and third). The objectives of the study are to identify the nature of attitude, achievement motivation and their relationship of the high school students. Also to identify the nature of the attitudes and nature of achievement motivation of high school students towards education, according to the variables of the cultural environment (rural - urban), gender (male - female), geographical area (Sana'a - Taiz - Dhamar) and academic grade (first, second and third grades of high education).

T test was calculated to compare between the gender and different culture environment (urban and rural), whereas one way ANOVA was used to determine the differences between the means of geographical areas and school levels. The Tukey HSD for the significant means difference at $P < 0.05$ and 0.01 was calculated using SPSS 16. The analysis of data was supported with Stepways and multiple liner regression.

The overall result of this study displayed that the median of the nature of the attitude was higher than the mean in all components and whole attitudes scale towards education. Meanwhile, the median of achievement motivation of high school students was lower than its mean. Additionally, the relationship between attitude towards education and achievement was significantly negative in all cases of analysis (ANOVA – Pearson coefficient – ETA - Crosstab), which the value was - 0.161.

The result also indicated that there was a significant difference between geographical areas in which Dhamar area was significantly highest compared to the other areas on attitude and achievement. The grade three was significantly highest but no significant different with grade one. However, rural students were significantly higher than urban students. No significant difference between genders was observed.

The interaction effect was also analyzed between geographical areas, academic grades, cultural environment and gender for each component. Female students from urban Dhamar in grade three gave the significant highest attitude. Meanwhile, rural

female from Sana'a at grade two was significantly lowest of attitude. The interaction effect of achievement motivation showed no significant difference. Furthermore, this study clearly showed that some interaction effects between two or more than the variables (cultural environment, gender, geographical area, and academic grade) are the major factors in education system in Yemen.

PUSAT PEMBELAJARAN DIGITAL SULTANAH NUR ZAHIRAH

ABSTRAK

Abstrak thesis yang dipersembahkan kepada Senat Universiti Malaysia Terengganu untuk memenuhi syarat mendapatkan ijazah Doktor Falsafah

SIKAP PELAJAR SEKOLAH MENENGAH YAMAN TERHADAP PENDIDIKAN DAN MOTIVASI PENCAPAIAN

ABDULELAH MOHAMMED SALEH KHAZENDAR

Oktober 2013

Penyelia utama : **Profesor Madya. Ruhani Mat min Ph.D**
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Sistem pendidikan di Yemen masih lagi dalam proses berkembang. Kajian ini dijalankan untuk mengkaji perbezaan sikap terhadap pendidikan oleh pelajar sekolah menengah di Yemen dan hubungannya terhadap pencapaian motivasi berasaskan jantina. 3 kawasan di Yemen iaitu daerah Sana'a, Taiz dan Dhamar telah di pilih untuk mendapatkan maklumat. Dalam kajian ini, sebanyak 399 lelaki dan perempuan yang datang dari kawasan bandar dan luar bandar Yemen telah di pilih sebagai responden. Mereka adalah pelajar di beberapa sekolah menengah. Objektif kajian adalah seperti berikut: i) Untuk mengenal pasti sikap, pencapaian motivasi dan hubungannya dengan pelajar sekolah menengah.

ii) Untuk mengenal pasti sikap dan pencapaian motivasi pelajar sekolah menengah terhadap pendidikan, berdasarkan kepada pembolehubah persekitaran budaya (kawasan luar bandar – kawasan bandar), jantina (lelaki – perempuan), kawasan geografi (Sana'a – Taiz – Dhamar) dan tahap akademik (gred satu, dua dan tiga).

T- test analisis telah digunakan untuk menentukan perbezaan antara jantina dan juga perbezaan persekitaran budaya (kawasan bandar dan luar bandar). Manakala ANOVA sehala digunakan untuk menentukan perbezaan antara kawasan geografi dan tahap sekolah. 'Tukey HSD' menunjukkan perbezaan $P < 0.05$ dan 0.01 telah di kira menggunakan SPSS 16. Analisis data telah di sokong dengan 'Stepways' dan 'multiple linear regression'.

Keseluruhan keputusan kajian ini menunjukkan bahawa median sikap yang lebih tinggi dalam semua komponen dan keseluruhan skala sikap terhadap pendidikan. Sementara itu, media motivasi pencapaian pelajar- pelajar sekolah menengah adalah lebih rendah daripada min. Sebagai tambahan, hubungan antara sikap terhadap pendidikan dan pencapaian adalah negatif signifikan dalam semua item analisis (ANOVA- Pekali Pearson – ETA - Silang) dengan nilai – 0.161.

Keputusan juga mendapati bahawa terdapat perbezaan yang signifikan di antara kawasan geografi di mana kawasan Dhamar nyata tertinggi berbanding dengan kawasan-kawasan lain dalam sikap dan pencapaian. Gred tiga nyata tertinggi tetapi tiada perbezaan yang signifikan dengan gred satu.

Walau bagaimanapun, pelajar luar bandar adalah lebih tinggi daripada pelajar bandar. Terdapat perbezaan yang signifikan antara jantina.

Kesan interaksi juga dianalisis antara kawasan geografi gred akademik, persekitaran budaya dan jantina untuk setiap komponen. Pelajar perempuan dari Bandar Dhamar digred tiga menunjukkan sikap yang tinggi.

Sementara itu, pelajar perempuan dari Sana'a pada gred dua menunjukkan sikap yang jauh lebih rendah.

Kesan interaksi antara motivasi pencapaian menunjukkan tidak signifikan. Tambahan pula, kajian ini jelas menunjukkan bahawa beberapa kesan interaksi antara dua atau lebih pembolehubah (budaya persekitaran, jantina, kawasan geografi dan gred akademik) adalah faktor utama dalam sistem pendidikan di Yaman.