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COLLEGE OF EDUCATIONAL AND BEHAVIOURAL SCIENCE

DEPARTEMENT OF PSYCHOLOGY

**TITLE: THE ATTITUDE OF TEACHERS' TOWARDS FEMALE
AND MALE STUDENTS IN ACHADAMIC ACHEVIEMENTS ON
ADAMA HAWAS PREPARATORY SCHOOL**

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Abstract

In this research the attitude of the teachers' towards students' academic achievement is done. As current reform issues begin to place more emphasis on rising the level of performance and at the same time achievement for all students, educators must now, more than ever, focus on developing and maintaining higher attitudes for all ability levels. Students are suffering from different teachers attitudes. The review of the related literature is organized to illustrate various aspects of teachers' attitude and the factors that mediate teacher's attitude and how the attitude influences students' academic achievement. This research was conducted in Adama Haawas Preparatory School was selected to be the specific area of the study. The purpose of this study was to assess teacher's attitude for the academic achievement of male and female students in the case of Hawaas Preparatory School that is from grade 11th-to-grade 12th teachers. Information obtained through this research reveals that teachers' attitudes can influence student's performance/ achievement in their academic setting.

The student researcher of this paper concluded this study with the general objective of assessing teacher attitude for the academic achievement of male and female students and then the specific objective of this study are to identify the factors which lead teachers to hold different attitudes for the academic achievement of male and female students, to assess teachers high attitude for the academic tasks of male and female students. And to investigate the academic tasks/activities that female students are poor in.

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

Attitude is a believe about the mental future of the feeling that something is about to happen. So, society has clearly shown that different behaviors were expected from male and females. Similarly, most of the times some teachers are guilty of forming opinions of the students based on their own impression. The students are very conscious of teacher's attitudes as the watch teachers' non-verbal cues and determine if the teachers will take to speak to high or low attitudes. The power of attitudes in the lives of students begins long before they start their educational experience. Through family interaction at home and involvement in the community, students learn attitudes at an early age. What they believe about themselves is a direct result of the expectancies given to them by parents, other adults, and teachers. So, evidences show that teacher as well as parent attitudes play an important role in a student's academic progress. Unfortunately, in today's society many female and male students are receiving less parental involvement that results in lower family and academic attitudes. "There is a decline in parental participation as students' progress in the time of adolescence" (Patrikakou, 1997, p. 7). This trend has made it imperative that all students receive heightened attitudes in their academic years. "Family stress, social alienation and cultural dislocation do exist in the country. They erode students aspirations and they challenge the capacity of schools to achieve" (Bastain, 1988, Rubie-Davis, 2006, p. 29). This erosion of social and parental attitudes places a heightened level of responsibility on teachers to expect greater results and higher levels of the class-room success.

As current reform issues begin to place more emphasis on rising the level of performance and at the same time achievement for all students, educators must now, more than ever, focus on developing and maintaining higher attitude s for all ability levels.

Success in school does not solely depend on the student's abilities or their ambitions, but a combination of these abilities along with respect and the establishment of high attitudes set by

teachers. Krovetz (1999, p. 74) states, “when students are not treated with the respect that comes with knowing them and challenging them they drop out emotionally, intellectually, and physically.” It is this lack of respect that can lead to stereotyping certain students resulting in lowered classroom attitudes. A careless remark, a misprized question, or a facial expression unchallenged can result in negative attitudes about self and learning. In addition to this, Rosenthal and Jacobson, in their study of the effects of teacher’s attitudes explained that students will meet the attitude; they feel the teachers have for them. If the students feel that their teacher expects them to do well, they will meet attitude. Conversely, if a teacher has low attitudes for low attitudes for students, the teacher’s behavior toward that student will ensure that attitude was accurate (Tauber, 1998, as cited in Rubie-Davis, 2006, and Caruthers, 1997, p. 1).

Ideas that suggest that using one’s mind and abilities to establish varying attitudes for students, and classroom practices that reinforce attitudes based on abilities must be addressed if schools are to achieve the desired level of performance needed in today’s society. Schools track and group students by noted abilities tell students in an indirect way what is expected of them. Students begin to believe that their abilities and intelligence levels are exactly that which has been established through the practice of grouping in the classroom. Teachers in turn can also use these labels to not challenge these students while instead focusing on and challenging only the most motivated individuals (Krovetz, 1999, p. 77).

Teacher’s attitudes thus lead students afforded different opportunities for academic achievement. In the classroom, males benefit from high attitude and are encouraged to achieve their goals. Conversely, females are encouraged to be quite cooperative and respectful in their classroom. Evidence of this bias is shown by male out-scoring females on college entrance standardized tests. In an effort to address this in equality, the gender, Ethnic, Racial attitudes and student Achievement (GESA) program was developed. Results from this program showed an increase in classroom opportunities for females in mathematics and readings scores, and the teachers felt the program was beneficial in raising their cognitions of the issues addressed (Linley and Keithley, 1991, p. 72).

High attitudes in schools mean that all students are then motivated to use their ability to its fullest potential. A single teaching episode or an isolated interaction between the teacher and a

student can influence the students' attitudes of the learning environment and his or her motivation to achieve as well as developed positive self-confidence. Teachers must be aware of every student's academic ability and must strive to develop success in the classroom. Only when high attitudes are set for all students from elementary to high school will a sense of success be developed for them. Teachers need to be persistent in warranting that students experience success. It needs to be more work for a student to fail a class than it is to get on board (Krovetz, 1999, p. 79).

A number of studies starting in the 1990's is showing statistical data that children from single sex schools or classroom are outperforming students for coeducational school. Many supports of single sex education hold that gender does make a difference in the classroom, primarily; single sex education can help students learn more effectively. Gender roles can be subverted in a single sex environment; boy will be more likely to pursue the arts, and girls more likely to pursue mathematics and science (Kiddy and Ditty, 2001, as cited in Linley and Keithley, 1991, p. 72).

The above brief discussion, therefore, implies that teacher's attitude have a significance impact on the performance difference between male and female students. And both male and female students also work up to the attitudes their teachers have them. If this is so, a careful investigation of the issue under discussion needs to be carried out. That is why study focuses on the investigation of teacher's attitudes for the academic achievement of male and female students.

1.2. Statement of the problem

Teacher's attitude plays a great impact on the student's academic achievement. It can influence performance and behavior, without doubt. While gender helps to shape society, it also leads to bias that is reflected in teacher interactions with students. Teachers' attitude, according to research studies, students are much attuned to the difference in which teachers teach and interact with students. In addition to this, the level of attitudes that teachers establish can have a dramatic effect on students' performance, self-concepts as well as academic achievement. Factors that influence teachers attitude and at the same time students academic achievement and how it develops and then influences that varying attitudes can have on students (Rubie-Davis, 2006, Geisler, Scott, 2001, p. 3).

However, some teachers would not be educated without knowing some psychology of classroom learning. So teachers need a conceptual framework to make female and male students learning more manageable, and it is the psychology of class room learning.

Teachers expected academic achievement of male and female students differently, beleadmales quickly dominated any discussion, in the take and give classroom. Teachers as well as other educational professionals who are not aware of these constituents could find it difficult to obtain academic success in their classroom. When females called out for the discussion, teachers frequently showed sign of the differential treatment (Sadker David, 1994, Geisler Scott, 2001, p. 3).

Research revealed that teachers expected males to score higher in mathematics and science than females (Mead, 2007, as cited in Sadker David, 1994) while females generally score higher on tests of verbal abilities than male. This difference implies that there may be numerous factors influencing educational ability such as difference in educational systems and techniques from teachers (Ibid).

Therefore, there is a greater need for research on the problems students are facing; where not teachers are have high attitude for both male and female students. Summed it up nicely, clearly defining success in terms of individual progress is one means to avoiding inappropriately placed standards, students which may act to derive low attitudes placed on male and female students (Sharpe, 2000, as cited in Sadker David, 1994, p. 3).

Research Questions.

The researcher will have investigated the following questions.

1. What are the factors that Lead teachers to hold different attitude for the academic achievement of male and female students?
2. What are the attitudes of teachers towards the academic achievement of female students?
3. What are the attitudes of teachers towards the academic achievement of male students?
4. What are the academic tasks or activities that female students are poor in ?

1.3. Objectives of the Study

1.3.1. General Objectives of the Study

The general objective of the study was to assess teachers' attitude for male and female students' academic achievement.

1.3.2. Specific Objectives of the Study

The Specific Objectives of the study are:

1. To identify the Factors that make teachers to hold different attitude for the academic achievements, of female and male students.
2. To determine academic activities that most teachers have high attitude for male students.
3. To determine the academic task or activities that female students are poor in.

1.4 Leading research questions

The researcher would have investigated the following questions.

1. What are the factors which caused teacher to hold different attitude for the academic achievement of male and female students?
2. For which academic activities do most teachers have high attitudes for male students?
3. What are the academic tasks or activities that female female students are poor in?

1.5 Significance of the study

Students are suffering from different teachers attitudes. This different attitude will create several types of academic achievements. Accordingly, the results of this study or research will help the teachers to realize the impact of their attitudes on their instructional approach as well as treatment of students and then to different academic achievement of male and female students.

The findings of this study (research) will also contribute to help other researchers to make it as a reference of their students. And also to improve the efficient way of attitudes system and to open for further study to solve the existing and emerging problems. In addition to this, it will provide clear information about the different attitudes that teachers have. And also, it

will provide insight for administration of other similar informal and formal schools to understand the teachers' attitude on their students' academic achievement. It also will help as a source of information to other in order to carry out further study deeply on teachers' attitude.

In addition to the above, the results of this study will help to review the literature dealing with the formation and assessment of teachers varying attitudes on the academic achievement of male and female students in the classroom by focusing on the factors that lead to the development of attitudes. The conclusions which was form through this study will help educators became aware of the impact that attitudes have on students, teachers behavior associated with varying attitudes, and strategies that will help develop positive student achievement through attitudes that encourage learning and teaching process.

1.6 Delimitation of the Study

This study is delimited to only AdamaHawasa Preparatory School Particularly in the Selection of participants. The teachers in the grade of 11th to 12th will take into consideration.

1.7. Limitation of the Study

While conducting the study there were many problems interfered with the process of collecting data

Which influenced the quality of the paper. In addition to this, luck of internet, shortage of time lack of adequate information related to the study, shortage of money and some of teachers were not want to give their own idea.

1.8. Operational Definition of Terms

For clarity of understanding, the following terms was needed to define.

Academic achievement: refers to participation in classroom question and answer in group discussion, presentation, working on the academic tasks such as paper writing and exam results.

Attitude: refers to believe that something will probably happen; to look forward to.

Teachers' attitude: refers to teachers own opinion about the effectiveness and capacity of male and female students for the various academic tasks of the courses they teach.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1 Introduction

The purpose of this study was to assess teacher's attitude for student's academic achievement. The review of the related literature is organized to illustrate various aspects of teachers' attitude and the factors that mediate teacher's attitude and how the attitude influences students' academic achievement.

2.2 Definition and Concepts of Teachers Attitude

Attitude: is a believe about (mental picture of) the future. The feeling is what is considered the most likely to happen which is a belief that is centered on the future, may or may not be realistic.

Teachers' attitudes are a set of beliefs about how students will perform or behave in school situation. All teachers have hope for their students that both males and females to display high achievements, both academically and works done outside the classroom, and have good behavior as a student then to be a good citizen when they grow the needs up. However, most of the teachers, at the same time accepted that not all students would attain these ideas.

Consequently, teachers' attitudes for individual students or group of students may be quite different from the attitudes. Ideal wishes may not be the same as real world, and how teachers hoped, as well as to what extent do teachers expected their students to go is what teacher's expect.

2.3 How Attitudes are formed

Understanding the way attitudes are formed is an important issue or aspects of the balancing loop beleadit is during this formation time where opportunities may be investigated to permit growth and keep attitude current. Attitudes, once formed tend to be more stable than not (Lee, 1990 cited in Santrock p.284). Teacher forms attitude from a number of different sources so that self-fulfilling prophecy effect. A self-fulfilling is an originally erroneous attitudes leads to behavior that causes the attitude to become true. Janes (1996, p.4), further describes the definition of self-fulfilling prophecy in education as, self-fulfilling prophecies occur when teachers induce students to perform at levels consistent with their (teachers) initially erroneous attitudes. In other

words, if a teacher believes a student to be bright then the interactions between the two may be such as to ensure that this attitude is comes true.

In addition, research also show that the mechanism of self-fulfilling prophecy is the powerful beleadboth induced and naturally formed teachers attitude one formed can become (Good, cited in Bamburg, 1994, p.13). On the other hand, naturally attitude is formed though perceptual biases or accuracy (Good, 1992, p.130). The perceptual biases occurs, when teacher perceive evaluate or remember their students behaviors in ways that are consistent with their erroneous beliefs.

Much like stereotype, a perceptual bias occurs when teachers base evaluation of students on their own attitude rather than on students' performance. Teacher may formulate impression of students based on socio-economic status, educational labels, class room behavior and effort that influence grades assigned but no standardized test scores.

If a differential attitude is placed on a student the teacher may behave differently toward that student. Rosenthal (cited in Tauber, 1998, p.3) cites a four-factor theory that explains how teachers convey attitudes.

1. Climate: the socio-emotional mood or spirit created by a person holding the attitude, after the non-verbal communication (e.g.noding, providing greater eye contact, learning closer to the student).

2. Feed back: providing both effective information (i.e.; more precise and less criticism of high attitude students) and cognitive information (i.e.; more detailed as well as higher quality feed back as to the correctness of higher attitude students responses).

3. Input: Teachers tend to teach more to students of whom they expect more.

4. Output: Teachers encourage greater responsiveness from those students of whom they expect more through their verbal and non-verbal behaviors (i.e.; providing students with greater opportunities to seek clarification).

2.4 Factors That Lead Teachers to Establish Attitudes

In education today, it is common place to find class rooms filled with an assorted range of students. Educators are finding themselves teaching and guiding students who are very different from themselves: An example of this variation in student population could be especially found in urban schools were the population of students could be a high concentration of minorities. In order for teachers to effectively manage an assorted student body, which is much different from them, they must recognize and fully understand the factors that control the attitudes they bring to the class room. Cotton and Wikelund (1997, p.7) cite the following factors which can lead educators (teachers) to depress attitudes for some students.

2.4.1 Gender

2.4.2 Race/Ethnicity

2.4.3 Socio-economic Status

2.4.4 Language Patterns

2.4.5 Long Term Ability

2.4.6 Negative Comments about Students

2.4.1 Gender

Gender equity plays an enormous role in the attitudes directed toward female students. Geisler Scott (p. 18) explains that attitudes found early in life are persuaded by gender. He explains, in terms of parent attitudes, it is indicated that parents have higher attitudes for their boys. Boys pay (or perhaps are encouraged to pay) more attention to their friends attitudes as well as their relatives and acquaintances' educational attainment. Female students, on the other hand, acquire higher attitudes by being better students. The higher achievement of female students has been shown to be true previously and it is attributed mainly to their high effort. The impact of gender biased teacher attitudes can profoundly impact female students. Caruthers(1997,p.3) states, "Teachers from grade school to graduate school ask males more questions, give them more precise feedback, criticize them more, and give them more time to respond."With out some control of gender based teacher attitudes, female students will continue to have a disadvantage in the class room.

2.4.2 Race/Ethnicity

Students from minority races or various ethnic groups can also experience a disadvantage in the classroom as a result of teacher attitudes. Obiakor (1999, p.40) states “For many minority learners, how teachers understand and interpret their world views and how they are expected to perform influences their motivational and self-concept interpretations.” When teacher attitudes of minority students are improperly lowered or raised, academic achievement and self-worth can be impacted. Hall (1993, p.182) states, “Attitudes might be lowered for minorities which, given time, could undermine academic success. With time, minority students could begin to believe the subtle messages from teachers about their ability and worth. And then, minority students might not realize their potential.” It has been well established that teacher attitudes can be influenced by the ethnic background and race of a student. Parson (cited in Geisler, 2001, p.19) states, “Teachers praise and encourage white students more, respond to them more, and pay more attention to them than to other students.” Hall, Kurtz-costes, and Mahoney (1997, p.527) go on to state, “The relationship between poverty and academic achievement is complicated by ethnicity, because a disproportionate number of the poor are members of minority groups where long history of legal and racial discrimination have impeded their chances of academic and material success.” In many cases, race and ethnicity are associated with a lower-status background. This association can have detrimental effects on minority students when teachers form their attitudes.

2.4.3. Socioeconomic Status (SES)

A student’s socioeconomic (SES) background is a factor which must be considered in the formation and communication of developing attitudes. In schools, the socioeconomic background of each and every student can be easily assessed by students and teachers. School programs (such as free and reduced lunch) can single out students who belong to a lower social status. The expense or style of students’ clothing and students’ grooming habits can also trigger an socio projection that can greatly influence his/her acceptance from fellow classmates as well as teachers. A student who is unaccepted by peers often times, the teachers’ responsibility in this case is to foster peer relationships rather than reject the student recognize him only on a lowered socioeconomic level. The attitudes, then, that are held for the larger groups extend to the individual students. Clearly, educators must treat all socioeconomic levels that they encounter on an equal basis (Tauber, 1997, p.97).

2.4.4 Language Patterns

Language is a factor in making judgments, assumptions, and forming attitudes about the academic possibilities of students. It is imperative that teachers do not misconstrue language or speech performance difficulties and deficiencies in academic achievement abilities. The misconception can lead teachers to inappropriately place students in underachieving groups (Okiaker, 1999, p.44).

2.4.5 Long Term Abilities

Misconceptions about student abilities can lead teachers to undermine students' ability levels. Bamberg (1994,p.7),states, "A factor that often contributes to teachers low attitudes for their students is an emphasis on ability rather than effort in assessing the academic potential of students." Ability is believed to be more easily measured by test records than by effort. Bamberg explain that, students who perform poorly on standardized tests are perceived and eventually perceive themselves to have lower ability.

The main predictors of teacher perceptions of students' performance are students previous standardized test scores. Groups can become a catalyst in the development of attitudes (Jussim, 1992, p.91). There are four main differences that exist between high and low ability-grouped classes. Simmonds(1998,p.6) lists these as, "quality of knowledge, amount of time assigned to learning, amount of high quality teaching, intellectual stimulation from peers." These four groups combined or individually, can establish varying learning perceptions and attitudes.

2.4.6 Negative Comments about Students

Negative comments regarding specific students are often times spread throughout the entire teaching staff. Be lead teachers commonly work together as a whole unit, the perception of individual students as well as developed prophecies created by the teacher or team members can significantly influence other teachers. Finally, the factors of gender, race/ethnicity, socioeconomic status, language, tracking or ability grouping and negative comments about students all play a major role in the development of lowered teacher attitudes. Often time's teachers are not aware that they have developed and acted on lower attitudes which could dramatically influence students in their academic experiences.

2.4 Relationship between Attitude and Success

Success in any meaningful endeavor is marked by a history of high attitudes that provide the challenge and inspiration necessary to press the individual to his/her highest level of performance. Though there are supportive components of success-environment, general and special abilities, personal work habits and attitudes, and chance. Tonnenbum(cited in Geisler,2001,p.20);the central factor is high attitudes. One's own attitudes of oneself are important in the sense that people usually set their goals first and then develop their action plans accordingly. Others attitudes of individuals are also critical, since people tend to strive accomplish what is expected of them. In both cases, without high attitudes individuals drift toward mediocrity or even failure.

The strong relationship between attitudes and academic achievement has well established both theoretically and empirically (Johnson and slate, 2004, p.4). Schools with attitude levels of academic achievement consistently demonstrate high attitudes and goals supported by data-driven collaboration and ongoing assessment. With the individual class room, there is a clear correlation between teachers attitudes and students achievement.

“High attitude represent an overall orientation toward improvement and growth in the class room, which has been demonstrated to be a defining characteristic of bench mark School-effective teachers not only express and clarity attitude for students achievement, but also stress student responsibility and accountability and for striving to meet those attitudes .” Perhaps as important as attitudes by schools and teachers are parents' academic attitudes for their children. Parents' attitudes have been shown to be a significant predictor of student success across age groups, races, and nationalities. For this reason, the relationship between attitudes and achievement has reminded a recurring them in educational reform discussions (Stonge, R. &Rosser, 2002, p.37).

Even if educators could straighten out all of the supporting factors-finance, teachers quality, equity issue-etc: without high academic attitudes for themselves and /or high attitudes of others for them, students would still not reach high levels of achievement. The challenge to the educational establishment, therefore, is how to keep academic attitudes high for all students. It is really not surprising that academic attitudes and achievement are low in relationship to

international comparison or to future work force demands. Low academic attitudes are a central reason why students appear at the sequential rungs of the educational ladder unprepared for the work at hand. Low academic attitudes at preceding levels result in unprepared students for the next level of study or work. It has become ever more common for incoming college freshman to need remedial courses in maths and /or English. But much of the blame for unprepared students can be attributed to low attitudes in high school. The research supporting the value of a challenging curriculum in maths, science, and English in high school is well established. Taking more challenging courses in high school results in greater success in college (ibid).

It would be easy for the Universities to lay all the blame for the unprepared students at the foot of high schools; however, it appears that Universities have also allowed themselves to follow the tack of low attitudes. The national association of scholars (NAS) (2002) reported that college graduates of today barely know more than high school students of fifty years ago. Low attitudes in University and high schools simply follow the trend of low attitudes in the elementary and middle schools. Graduation from either high school or college is often predicted upon attitude in elementary and junior high school. Low academic attitudes at these levels force low attitudes at higher levels. In other words, for students to be pursuing a strong high school curriculum, attitudes must be high at the elementary and middle school level.

2.5. Gender and Class room Achievement

Many young women become less capable for achievement when they reach high school than they were in primary school. They are less likely to play sport, love mathematics and sciences. They hide their intelligence, Pipher(cited in Geisler Scott,2001,p.18), these words over again, must be a red flag for teachers.

The relationship of gender to class room performance has inspired considerable research that has taken a definite direction. Curricular content and testing have all been scrutinized in an effort to detect sex bias. Achieving gender equity in the class room means equally recognized and rewarding the achievement of both male and female students (ibid). As we have indicated, many teachers treat males and females differently. The elementary school has frequently been characterized as a feminine domain more conducive to the needs and interest of females than to those of males but several interesting issues arise up on examining the data more carefully.

Although females in general, do better than males in the elementary grades, females lose their achievement edge in secondary school, especially in such subjects as sciences and mathematics.

How teachers interact with their students has long intrigued researchers. One finding has been consistent regardless of the level of schooling; teachers pay more attention to males than to female students. Frequently, male students simply demand more attention than female students. These findings are particularly applicable to mathematics and science classes. Teachers reported to researchers that they had similar attitude for both male and female students; yet, when the same teachers were observed in class, they questioned the male students as much as 80%(percent) more than the female. Also in sciences classes, it was much more common to the experiment demonstrated by male students (Bailey, 1993, p.40).

2.6. Test (Score) Bias

The testing potential for gender differences resides in almost any testing or assessment program, especially if the testing involves mathematical skills (Pullin, 1994, p.35). For example, examine the scores on the scholastic Achievement Test (SAT) reveal that performance is consistently higher for male than female students. If gender bias in testing exists, it must be addressed. The safeguards intended ensure access to equal educational opportunity, both in schools and the work place. Another example of possible bias is the use of SAT scores to predict college success. SAT score under predict females' success and over predict males' success according to the American Association of University Women (AAUM).

2.7. Students Perception of Class room Environment and Teachers Attitudes

Class room environments assessed in terms of students and teachers perceptions of the psychosocial dimensions, have studied since the 1960s. Instruments for assessing class room learning environment have been used to provide teachers with feedback about their class room, in order to evaluate educational programmers' and innovations and to explore whether students achieve more in their preferred environments. Such studies established that students' perceptions account for appreciable amount of variance in learning out comes (Moos, 1979, p.50). The study showed that students preferred a more positive and favorable class room environment that was actually present. Gender had an influence too, but mainly on perceptions of actual environment. While male students perceived their class room allowing greater opportunities for working at

their own place and in their own time, females viewed their classroom as giving opportunities to participate and to have control over their own learning. In a study on three single schools, Moos (1979) demonstrated that there was a significant difference between the perceptions of students in all-boys and all-girls schools. However, in most studies gender is not a significant factor.

In a study of students perception of class room environments and teachers attitude (Rubie-Davies, 2006, p.30) ninth grades were asked how they knew if the teacher labeled them as smart. The students were able discern this information from the types of instruction the teacher used, the teachers style of assessment, and the teachers use of non-verbal actions. As we can see from these studies, students are very conscious of teachers' attitudes.

CHAPTER THREE

METHODS OF THE STUDY

3.1. Design of the Study

The main objective of this study was to assess teacher's attitudes on the academic achievement of male and female students. The researcher used descriptive survey research method in the process. The main reason is beleadit used to describe the ways how the teachers use the attitude and how the attitude influences the performance of both male and female students in relation to their academic achievement.

3.2. Description of the Study Area

This research was conducted in Adama Haawas Preparatory School was selected to be the specific area of the study. In the selection of this secondary schools; the nearness of the schools was taken in to consideration and it was accessible for the research.

In addition to this, this secondary school is selected as a research area beleadof the following reasons:

First, due to time and budget as well as available information.

Second, due to voluntariness of the director, and teacher of the secondary school.

Third, due to no enough study have been done on this issue or that problem of teachers' attitude.

3.3. Target population and sampling/sampling technique of the Study

The target populations of the study were the teachers of Adaama Hawaas Preparatory School, particularly those of the teachers from grades of 11th-to-12th. The total number of the population was 233 teachers, respectively 119 (male 84, female 35) from Adama secondary school and 114, (male 70, female 44) from Hawaas Preparatory School the study includes both male and female teachers. From the total population or total numbers of teachers in this secondary school, samples of 47(20%) participants of teachers were taken. This was done by using the probability sampling, particularly, by using simple random sampling method or technique. Then after that, the study

participants would be taken by using the lottery method. This is because all the participants' teachers have equal chance to participate.

3.4. Methods of Data Collection

The specific instrument/tools for data collection as a primary source of data were the structured questionnaire. The questionnaire contains both closed and open-ended terms and then it would be distributed to the respondents. The structured questionnaire would be prepared by the researcher and then it was distributed to all study participants. During data collection, the concept of the questionnaire would be made clear by the researcher to get the relevant information. So that, the researcher was understood the problem and made an analysis about the responses of respondents or participants. The questionnaire contains questions related to personal data and about attitudes. The researcher has selected this method to assess the teachers' attitude.

3.5. Methods of Data Analysis

The collected data was analyzed and interpreted by using both quantitative and qualitative methods. Quantitative methods has been used when the result of the data have been put in the tabulation and made percentage of the results. Percentage in the tables, have been used in the interpretation of the results. This is to mean that percentage presentation was used for the personal information/background of personal data and for the open ended and close ended questions of the respondents.

Generally, the specific method of data analysis has been the descriptive statistics such as percentage. In addition to this, tables were used to make the result more clear and easy for the reader. After that, based on the data analyzations and interpretation, the researcher has been formulated clear conclusions and recommendation.

CHAPTER-FOUR

DATA ANALYSIS AND DISCUSSION

4.1. Data Interpretation and findings

This section of the chapter comprises general characteristics of the respondents and analysis of the collected. The personal information of the respondents and analysis of the data collected. The personal information of the respondents are indicated their sexes, ages, religions, marital status, service year, and the course they have taught often. The results or findings of the study are presented in logical sequences and splited in to identifiable sections or parts.

This part of the study contains the background information of the teachers of Adama Hawaas Preparatory Schools respondents. And also descriptive statistics, which deal with the analysis and presentation of the data collected (gathered from the respondents in the Hawaas Preparatory School which there are selected. Thus, this part clearly indicated on the following table below.

Table1. Background of personal data (information)

As indicated in the above table, the study was comprised of personal data/information which includes sex, age, religion, marital status, service year, and the courses/subjects that have been often teach. In this study there were 31(66%) males and 16(34%) of female respondents. According to the information that is clearly specified in the above table, it indicated that most of the teacher's in Adama Preparatory School are males (i.e.66%).

In terms of age, it is also observed /indicated that 23(49%)of the respondents are between the age of 25-to-30,3(6.38%)are in the range of 31-to-35,3(6.38%)of the respondents are between the age of 36-to-40,6(12.76%)are in the range of 41-to-45,and the remaining ones 12(25.5%)of the respondents are above the age of 45. Therefore, from this study, it can be observed that, all of the respondents are found at the age of maturity. Most of the teacher's respondents are Orthodox

24(51%), Muslim 13(27.65%), protestant 7(14.89%), catholic 2(4.25%) and on the other hand very few respondents are followers of other religion 1(2%).

On the other hand, most of the teachers respondent are married i.e.25(53%) and the remaining ones are not married and divorced i.e.19(40.42%) and 3(6.38%) respectively. Most of the teachers 'respondents are married.

Regarding the service year of the teachers respondent, the data in the above table shows that 21(44.68%) of the respondents have 0-to-5 service years on teaching , 3(6.38%) of the respondents have 6-to-10 service years on teaching, 2(4.25%) of them wait/ stay for 11-to-15 years and service on teaching, 1(2%) of the respondents stay about for 16-to-20 years and service on teaching and the remaining 20(42.55%) of the teachers respondent have above 20 years' service on teaching. This can indicated that, the majority of the teachers or respondents who stays on teaching are found in the range of 0-to-5 year's i.e.21 (44.68%) and above 20 years i.e.20 (42.55%) on teaching. So that, the data in the above table shows that, the service years of teachers on the teaching or generally on the work are one indication or implication of enough skills, knowledge's, experiences, and also the same is true expertise. In addition to the above/besides this, the researcher has also seen the subjects/ courses which the teachers have teach often. So that, 4(8.51%) of the respondents have teach often with Civics and Ethical Education, English, and biology, 2(4.25%) of the teachers respondent have often teach with Geography, and history 6(12.76%) of the respondents have also teach again with Chemistry, physics, and mathematics, 3(6.38%) of them have teach repeatedly Afan Oromo and H.P.E. The remaining ones, 5(10.63%) of the respondents have teach Amharic course/subject repeatedly.

4.1.2. Description of the Teachers Attitude

Table 4.1: Description of the teachers' attitude for the academic achievement of male and female students.

no	statement		frequency	Percentage (%)
1	I suppose that all student's score almost similar result	strongly agree	13	28%
		Agree	18	38%
		Undecided	6	13%
		Disagree	6	13%
		strongly disagree	4	8%
			47	100%
2	I suppose student's to review and discuss the wok of the group	strongly agree	13	28%
		Agree	22	47%
		undecided	8	17%
		Disagree	1	2%
		strongly disagree	3	6%
			47	100%
3	I suppose students to ask questions during lesson and at the end of the lesson	strongly agree	18	38%
		Agree	15	32%
		undecided	9	19%
		Disagree	4	9%

		strongly disagree	1	2%
			47	100%
4	I suppose students to perform good assignment work	strongly agree	16	34%
		Agree	19	40%
		undecided	6	13%
		Disagree	5	11%
		strongly disagree	1	2%
			47	100%
5	I suppose student's to answer core question in a whole class	strongly agree	12	25%
		Agree	14	30%
		undecided	15	32%
		Disagree	5	11%
		strongly disagree	1	2%
			47	100%

As shown in the above table, regarding the teachers attitude for academic achievement teacher's supposed that all students score 13(28%) strongly agree and 18(38%) teachers are agree,6(13%) of the respondents also undecided and disagree and the remains 4(8%) teachers disagree on the teacher s attitude that all students score almost similar result.

Teachers suppose on review and discuss the work of the the group 13(28%) are strongly agree, 22(47%) are also agree, 8(17%) teachers also undecided and the remain 1(2%), 3(6%) of teachers are disagree and strongly disagree. Most teachers 18(38%), 15(32%) are strongly agree and agree and the remain 9(19%), 4(9%) and 1(2%) of the respondent's undecided, disagree and strongly disagree on their attitudes that students ask question during lesson and at the end of the lesson.

Majority of teachers 19(40%) and 16(34%) are agree and strongly disagree and also the remain 6(13%),5(11%) and1(2%) of teachers suppose that student's perform good assignment work. 12(25%) of teachers are strongly agree,14(30%) teachers also agree,15(32%) teachers also undecided and he remain 5(11%),1(2%) of teachers are disagree and strongly disagree students answering core questions in class setting.

4.1.3. The Students Classroom Participation

This part presents about the class room participation of the students.

Tables 4.2 To analyze class room participation of the students.

Number	Items	Responses			Frequencies of Response	
		Sex	Frequency	Percentage		
1.	In the class room participation whose student you think always dominates any activities?	Male	14	29.78%		
		Female	13	27.65%		
		Both	20	42,55%		
Total			47	100%		

As it is indicated in the above table, out of the 47 respondents, 14(29.78%) of them responded male and 13(27.65%) of the respondents said females. And also the remaining one 20 (42.55%) of them replied both. As the result shows that, class room participation is dominated by the both sex students.

4.1.4. Teachers Attitude for the Academic Tasks of Male Students

This part explains that about for which academic activities/tasks do most teachers have high attitudes for male and female students. So that, it is briefly presented in the table below.

Table 4.3 Assessing Teachers high Attitude for the Academic Tasks of Male Students

Number	Items	Response	Frequencies of Response	
			Frequency	Percentage
2.	For which academic tasks/activities do most teachers have high attitudes for	a. Presentation	7	27.65%
		b. Question and answer	15	31.91%
		c. Taking exam	13	14.89%
		d.		
	male students?	e. Group discussion	4	8.51%
		f. Paper writing	-	
		g. all	8	17%
	Total		47	100%

By concerning/considering the question about teachers' high attitude for male students, 7(14.89%) of the respondents said they have high attitude for male students in the presentation, 15(31.91%) of the respondents responded that high attitude male students is in question and answer, 13(14.89%) of them said in taking exam, and 4(8.51%) of them said that their high attitude for male students are in group discussion, and then 8(17%) of them also said their high attitude for male students are all activities. And then they have not high attitude in the remaining

tasks/activities such as paper writing. Most of the respondents have attitude for male students in question and answer, and taking exam.

4.1.5. Teachers Attitude for the Academic Tasks of Female Students

Table 4.4 Assessing Teachers high Attitude for the Academic Tasks of female Students

Number	Items	Response	Frequencies of Response	
			Frequency	Percentage
2.	For which academic tasks/activities do most teachers have high attitudes for female students?	a. Presentation	7	14.89%
		b. Question and answer	6	12.7%
		c. Taking exam	6	12.76%
		d. Group discussion	18	38.29%
		e. Paper writing		
		f. all	10	21.27%
		Total		47

By concerning/considering the question about teachers' high attitude for female students, 7(14.89%) of the respondents said they have high attitude for female students in the presentation, 6(12.76%) of the respondents responded that high attitude female students is in question and answer, 6(12.76%) of them said in taking exam, 18(38.29%) also said group discussion, and then 10(21.27%) of them said that their high attitude for female students are in all activities/tasks. And then they have not high attitude in the remaining tasks/activities such as paper writing. Most of the respondents have attitude for female students in group discussion and presentation.

4.1.6. Academic Activities that Female Students are Poor in

This part of the study presents the academic activities that in which female students are poor in.

Table 4.5 Investigating the academic tasks/activities which female students are poor in.

Number	Items	Responses	Frequencies of Responses	
			Frequency	Percentage
3.	List down the academic tasks/activities you think that female students are poor in.	a. Question and answer	4	8%
		a. presentation	4	8%
		c. Group discussion	6	13%
		d. Home take assignment	6	13%
		e. Concept	2	4%
		f. Group works and participation in the class	2	4%
		g. Calculation	16	34%
		h. Doing homework and class work	7	15%
	Total		47	100%

As shown in the above table, regarding the academic tasks/activities that female students are poor in them, 4(8.5%) of the respondents listed that female students are poor in asking and answering questions in the class, 4(8.5%) of the respondents said that female students are less active in presentation especially in front of the class, 6(13%) of them said that female students are less active in group discussion and then the responsibilities in their house (Home take

assignment), 2(4%) of the respondents described that female students are less active/ weak in concepts, group works and participation in the class. And then the remaining ones 16(34%) and 7(15%) of the respondents also listed that female students are poor enough to different mathematical calculations and then doing homework and class work respectively. According to this result, majority of the respondents were explained that female students are poor in calculation, doing homework and class work. This is to mean that, female students are not doing their homework and class work and also related to mathematical work. Although they work equally with male students in some academic activities, they work less in the activities which are related to calculation, and doing homework.

4.1.7. Factors That Causes Different Attitudes for Male and female Students in their academic Achievement

This part of the study presents/explains that about the factors that causes different attitudes. That means the factors that lead different attitude for male and female students especially in their academic achievement.

Table 4.6 Identify the factors which causes different attitude.

Number	Items	Responses	Frequencies of Responses	
			Frequency	Percentage
4.	List down the factors you think are the causes of different attitude for male female students in their academic achievement.	1.Gender issue	5	10.63%
		2.cultural influences	6	12.76%
		3.Psychological factors	10	21.27%
		4.Policy and lack of good teachers	3	6.38%
		5.Lackofpreparation and studying for the exam	10	21.27%
	Total	6.Personal activities and interest	3	6.38%
		7.Environmental/class room factors	7	14.89%
		8.Entrace GPA	3	6.38%
			47	100%

As indicated in the above table, in the case of factors of attitude, 5(10.63%) of the respondents listed down that attitude is caused by gender issues, 6(12.76%) of the respondents said that attitude is caused by cultural influences/social factors such as social images and social backgrounds, 10(21.27%) of the respondents listed that attitude is caused psychological factors such as inferiority, dependence, lack of confidence, lack of attention, carelessness, lack of

motivation, frustration, disturbance in the class, lack of ambition and afraid in every activities, 3(6.38%) of the respondents stated that attitude is caused by the policy and lack of good teachers 10(21.27%) of them listed that attitude is caused by lack of preparation and studying for the exam, 3(6.38%) listed that attitude is caused by personal activities and interest, 7(14.89%) listed that attitude is caused by environmental/classroom factors, and the others remaining 3(6.38%) of the respondents listed that it is caused by entrance GPA of the students. Therefore, this means that lack of preparation and studying for the exam and psychological factors such as inferiority, dependence, lack of confidence, lack of attention, carelessness, lack of motivation, frustration, disturbance in the class, lack of ambition and afraid in every activities are the most significant/leading factors that caused/forced teachers to hold different attitudes for the academic achievement of the students (i.e. both male and female students).

4.2. Findings of the Study

The objective of this study is to assess teachers' attitude on the academic achievement of students. Based on this the following findings were got.

- ❖ Most of the teachers who taught with the same course for many years have a greater skill, knowledge's, and expertise about the courses than the one who taught for only one year.
- ❖ Most respondents, 20(42.55%) were responding to the questions which indicate about class room participation, both male and female students are dominates in every class room activities/tasks.
- ❖ Most of the respondents, 15(31.91%) were responding that most teachers have high attitude for male students in question and answer.
- ❖ Most of the respondent, 18(38.29%) were responding that most teachers have high attitude for female students in group discussion.
- ❖ Most respondents, 16(34%) were responding that female students are poor in the academic tasks/activities such a calculation and doing homework and class work.

- ❖ Most respondents, 10(33.33%) were responding that, the factors which causes teachers to hold different attitudes for the academic achievement of male and female students are psychological factor and lack of preparation and studying for exam.

4.3 Discussion and Interpretation

The purpose of this study was to assess teacher's attitude for the academic achievement of male and female students in the case Hawaas Preparatory School. That is from grade 11th-to-grade 12th teachers. All the responses collected from the respondents were adequate enough to address all the objectives raised out in this research. As the researcher demonstrated in the data analysis part with interpreting the result using percentage especially for the demographic data of the respondents. According to the information or result of this study as it is indicated in the above tables, most of the teachers in Hawaas Preparatory School are males. As it is explained in the result of this study, in terms of age majority of the respondents (teachers) found at the age of 25-30 years. This implies that those respondents have the ability to treat/teach their students in an appropriate ways. In addition to this, the majority of the respondents/teachers who stays on teaching are found in the range 0-5 years and above 21 years.

- ❖ Moreover, the result of this study indicated that, teachers give high attitude for male students in almost all school activities/tasks. For example, in question and answer, presentation, and taking exam. Additionally, Maccoby and Jacklin (1974) concluded that female students had better verbal skills. So, the results of this study show/indicate that in consistent with the finding of Maccoby and Jacklin (1974).
- ❖ From this study, it can be observed that, all of the respondents are found at the age of maturity. That means, they are both mentally and physically matured. This can be implies that, those respondents based on the indication of their ages, they have abilities and professions to treat or teach their students in an appropriate ways.
- ❖ The majority of the respondents or teachers have taught often with subjects like physics and Mathematics. The researcher finalized that, the teachers who have taught repeatedly with the same course for many years have a greater skill, knowledge's and expertise about the courses than the one who taught for only one year. And also their attitude for the achievement of both male and female student would be different from the one who was not experienced with that course.

- ❖ As the result shows that, in class room participation most of the respondents have attitude for male students in question and answer, taking exam and then in all academic activities/tasks and for female students in group discussion, all activities and presentation. In other words, this implies that most of the teachers in the academic setting do have different attitudes for both students in such activities.
- ❖ According to this result, majority of the respondents were explained that female students are poor calculation, doing homework. And also they were described that female students are poor enough in group discussion and responsibilities in their house. This is to mean that (i.e. this indicates that) female students are not participates in mathematical calculation and doing their homework. Although they work equally with male students in some academic activities, they work less in the activities which are related to calculation and doing homework and class work.
- ❖ Finally, lack of preparation/studying for the exam and cultural psychological factors such as inferiority, dependence, lack of confidence, lack of attention, carelessness lack of motivation, frustration, disturbance in the class lack of ambition and afraid in every activity are the most significant/leading factors that caused/forced teachers to hold different attitude for academic achievement of students. In addition to this, according to the responses ‘of the respondents all of these factors can be taken as the main/root causes for attitude that lead teachers to treat students differently in different activities/tasks.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

Based on the presentation, analysis and interpretation and discussion of all the data's in chapter four, this chapter of the study would represent the following concepts. i.e. summary, conclusion and recommendations respectively.

The student researcher of this paper concluded this study with the general objective of assessing teacher attitude for the academic achievement of male and female students and then the specific objective of this study are to identify the factors which caused teachers to hold different attitudes for the academic achievement of male and female students, to assess teachers high attitude for the academic tasks of male and female students. And to investigate the academic tasks/activities that female students are poor in.

Therefore, depending on the data collected, and analyzed the student researcher has come up with the following summary that is necessarily to be indicated in this section.

Teachers' attitudes are asset of beliefs about how students will perform or behave in school situations. Attitude can influence students' performance in to two main important ways. Those are:

1. Performing good (Positive attitude)
2. Performing poorly (Negative attitude)

Generally, teachers' attitude has a great impact/effect on students' life. It can influence students' performance and behavior, without doubt. Educators suggested that if a teacher supposes a good and able student to get high works, then the student will tend to continue to work to get high marks. Positive attitude have a sustaining effect, as it sustain the students current achievement, and it more likely to achieve what the teacher supposes. In the other way/inversely, negative attitude can have effects/damaging effects on students.

5.2 Conclusion

Information obtained through this research reveals that teachers' attitudes can influence student's performance/ achievement in their academic setting. Most teachers form attitudes on the principle of information found in school fields. Most teachers will also change their attitudes as student performance changes.

Generally, based on the findings of this research/study the following conclusions were indicated.

There are different tasks/activities that female students are poor in. These activities are:

- Mathematical calculations
- Doing homework and class work
- Presentation in front of the class
- Group discussion
- Question and answer
- Concepts

There are different factors that caused teachers to hold different attitudes for the academic achievement of both male and female students. These are the following;

- Gender issues/differences
- Cultural influences/social factors such as societal images
- Psychological factors such as lack of confidence, lack of motivation, and frustration
- Policy and lack of good teachers
- Lack of preparations and studying for the exams
- Personal activities, interest, and ideology of the teacher
- Environmental/class room management factors

- Entrance GPA

Teachers have high attitude for the academic tasks/activities of male students. For instance, in the following tasks/activities;

- Question and answer
- Presentation
- Taking exam

❖ Teachers have high attitude for the academic tasks/activities of female students. For instance, in the following tasks/activities;

- Group discussion
- Presentation

5.3 Recommendations

Although each student may be influenced differently by different attitude levels, the following recommendations may be used by teachers to help develop awareness and strategies when dealing with attitudes in the class room. So that, based on the finding of the study, the following recommendations are suggested.

1. Teachers must use the abilities of all students to expand their learning success in the class room.
2. Teacher must set goals for students that are both attainable and challenging.
3. Focus on the social skills that various students bring to the class room. Organize the class room in a way that encourages open participation.
4. Display your attitudes, belief, and attitudes clearly too each student.
5. Female students are poor in presenting in front of the class so they should be minimize this problem by presenting at home before go to the class

6. Re-teach in different way instead of just repeating the same instruction if a student does not understand a lesson or specific concept.
7. The researcher should recommend the school counselor to provide psychological counseling to minimize the factors which caused different attitudes.

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JIMMA UNIVERSITY

School of Social science and Humanity

Department of psychology

Questionnaires for teachers

Dear respondents: this questionnaire is developed by students of psychology in Jimma University. The main purpose of the questionnaire is to gather information about teacher's attitude for the academic achievement of male and female students in Adama Hawaasa Preparatory School.

The researcher will like to recognize that the information you provide and play a great role for the success of the study and in addition to this for the loyalty of the result. Thank you advance for your cooperation of the responding.

General directions

1. Put signs in the boxes available
2. Write short and precise answer in the blank space
3. Your answer should be clear and readable

Part I: Background of personal data

1. Sex: Male Female
2. Age: 25-30 31-35 36-40 41-45 above 45
3. Religion: Muslim Catholic Orthodox
Protestant other
4. Marital status: married not married divorced
5. Service year: 0-5 6-10 11-15 16-20 above 20

The subject /course you often teach is/are?

Part II: Item of attitude

Please read each of the following items carefully and decided to what extent each of the items reflects your feeling opinion and in addition to this, behavior related to the performance of female and male students in the subject (course) you teach. And after this, tick or put mark in the space like (√).

In table below, numbers like 5,4,3,2,1 are found in the in front of the items. These are:

Strongly agree (SA)= (5) undecided (UD) =(3)
Agree (A)= (4) disagree (DA)= (2) strongly disagree (SD)= (1)

No	Statements (Items)	Alternative				
		5	4	3	2	1
1	I suppose that all students score almost similar result.					
2	I suppose student’s to review and discuss the work of the group.					
3	I suppose student’s to explain their reasoning of the class.					
4	I suppose student’s to discuss ideas for a sustained period.					
5	I suppose student’s to provide constructive ideas to class discussion.					
6	I suppose student’s to answer core in a whole class setting.					
7	I suppose student’s to ask question during lesson and at the end of the lesson.					
8	I suppose student’s to perform well in preparing exams.					

9 I suppose student's to perform good assignment work.

10. In the classroom participation who student you think always dominates any activities?

Male Female both

11. For which academic tasks do most teachers have high attitudes for male students?

Presentation question and answer taking exam

Group discussion paper writing all

12. For which academic tasks do most teachers have high attitudes for female students?

Presentation question and answer taking exam

Group discussion paper writing all

Part III: List items (open ended questions)

13. List down the academic task (activity) you suppose female students are sometimes poor in.

14. List down the factors you think are the causes of different attitude for female and male Student's academic achievement.
