

THE ATTITUDES OF ELEVENTH GRADE STUDENTS
TOWARDS THE LEARNING OF ENGLISH
AS A FOREIGN LANGUAGE

by
Medhanie Habteghiorghis

A Thesis

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DECLARATION

This thesis is my original work and has not been presented for a degree in any other University.

Medhane Habteghiorghis Medicine MSc.

APPROVAL

This thesis has been submitted for examination with my (our) approval as University Advisor(s)

Approved by:

Tilahun Ganta
Advisor

Mustafa N. Abdel-Magid
Examiner

Christopher B. Jordan
Examiner

Examiner

[Signature]

[Signature]

[Signature]

TABLE OF CONTENTS

	Page
Abstract	i
Acknowledgement	iii
List of Tables	v
CHAPTER I	
1. INTRODUCTION	1
1.1 The Problem	1
1.1.1 Statement of the Problem	1
1.1.2 Importance of the Study	2
1.1.3 Limitations of the Study	3
1.1.4 Scope of the Study	4
1.2 Definition of Terms and Abbreviations Used	4
1.2.1 Definition of Terms Used	4
1.2.2 Definition of Abbreviations Used	4
CHAPTER II	
2. REVIEW OF RELATED LITERATURE	5
2.1 Works on Attitudinal Study in General	5
2.1.1 The Learner's Internal Motivation	8
2.1.2 The Learner's Parents	9
2.1.3 The Learner's Peer Group	10
2.1.4 The Foreign Language Teacher	11

	Page
Table of Contents (Contd.)	
2.1.5 The Information the Learner Gets Concerning the Foreign Language	12
2.1.6 Summary	13
2.2 Works on Attitudinal Study on Ethiopian Senior Secondary School Students	13
CHAPTER III	
3. PLAN OF THE STUDY: PROCEDURES AND METHODOLOGY	17
3.1 Sampling and Description of Samples	17
3.1.1 Sampling	17
3.1.2 Description of Samples	18
3.1.2.1 Number of Schools	18
3.1.2.2 Number of Students	19
3.1.2.3 Distribution of Students by class level	21
3.2 Collection of Data	21
3.2.1 Survey of Variables in the Questionnaire	23
3.2.1.1 Background Data Variables	23
3.2.1.2 Attitude Variables	23
3.3 Distribution of the Questionnaires	25
CHAPTER IV	
4. THE RESULTS	27
4.1 Demographic Characteristics of the Sample	27
4.1.1 Sex	27
4.1.2 Religion	28
4.1.3 Age	28
4.1.4 Father's Educational Level	28
4.1.5 Mother's Educational Level	28

	Page
Table of Contents (Contd.)	30
4.2 Data Coding and Analysis	30
4.2.1 Positive Statement	30
4.2.2 Negative Statement	33
4.3 Method of Analysis	34
4.4 Tabulation of Findings	34
4.5 The Findings	34
4.5.1 General	
4.5.1.1 Students' Attitudes Towards the Learning of English as a Foreign Language	34
4.5.1.2 Students' Attitudes Towards Their English Teacher	39
4.5.1.3 Students' Attitudes Towards the 11 th Grade English Textbook	41
4.5.1.4 Students' Language Preferences in Different Situations	42
4.5.1.5 Parents' Attitudes Towards the LEFL by Their Children	43
4.5.1.6 Peer Groups' Attitudes Towards English	44
4.5.1.7 Social Attitudes Towards English	45
4.5.2 Test for Proportion of Reactions to the Seven Attitude Variables	47
4.6 Distribution of Responses by School in Terms of Mean, Standard Deviation, and Coefficient of Variance	50

Table of Contents (Contd.)

	Page
CHAPTER V	
5 SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS	52
5.1 Summary of Respondents' Attitudes in General	53
5.1.1 Respondents' Attitudes by Sex, Age, Father's Educational Level, Mother's Educational Level, and Religious Affiliations	55
5.1.2 Distributions of Responses by School	56
5.1.3 Results of the Test of Proportion	56
5.2 Conclusions	57
5.3 Recommendations	57
5.3.1 Recommendations Concerning English Teachers	58
5.3.2 Recommendations Concerning 11 th Grade English Textbook	58
	59
BIBLIOGRAPHY	62
APPENDIX A	68
APPENDIX B	69
APPENDIX C	70
APPENDIX D	71
APPENDIX E	72
APPENDIX F	73
APPENDIX G	74
APPENDIX H	75
APPENDIX I	76
APPENDIX J	77
APPENDIX K	78
APPENDIX L	

ABSTRACT

The purpose of this study is to investigate the current attitudes of 11th grade students towards the learning of English as a foreign language in five selected government secondary schools in Addis Ababa enrolled in the academic year 1985-86.

To achieve this aim, one school was randomly chosen from each of the five zones by which all the secondary schools in Addis Ababa are classified. Out of the total 4924 students in the five schools, 353 (7%) students were randomly selected and taken as a sample for the study. In order to gather data, a questionnaire was carefully designed. A preliminary version of the questionnaire was first administered on 30 grade 11 students and then the actual questionnaire. All the 353 students responded to the questionnaires. The data were statistically analyzed. A z-test was made at a significance level of $\alpha = 0.5$. The mean, pooled mean, standard deviation, and coefficient of variance were also calculated.

The analyses of the results show that, all in all, the 11th grade students' attitudes towards the learning of English as a foreign language is positive. Their attitudes towards their English teachers and the English textbook are also positive. However, a considerable number of the students' report that they are not satisfied with their English teachers and their English textbook.

On the basis of the findings, it is concluded: that 11th grade students' attitudes towards the learning of English as a foreign language is positive; that English should continue as a medium of instruction in the high school; and the popular feeling that the standard of English is deteriorating in the high school should not be attributed to attitudinal problems.

It is also recommended that teachers' qualification be improved and intensive research be carried out on the preparation of English textbooks.

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LIST OF TABLES

TABLE		Page
I	Names of Schools by Managing Agency, Type, and Location	19
II	Number of Students in Each of the Selected Government Secondary Schools Enrolled in the Academic Year 1985-86 and Those Participating in the Study	20
III	Demographic Characteristics of the Sample in Terms of Age, Sex, Father's Educational Level, Mother's Educational Level and Religious Affiliations by School	29
IV	Reactions to the Seven Attitude variables in Terms of Average Percentages	46
V	Test for Proportion of Reactions to the Seven Attitude Variables	48
VI	Pooled Mean, Standard Deviation, and Coefficient of Variance of Responses by Sex, Age, Father's Educational Level, Mother's Educational Level, and Religious Affiliations	50
VII	Pooled Mean, Standard Deviation and Coefficient of Variance by School	51

As the pendulum in language teaching theory continues to swing away from purely linguistic considerations and toward psychological concerns, we find more and more attention focused on the question of attitudes and aptitudes, personal variables, individual interests and motivations.

(Alfred N. Smith, 1972:15)

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CHAPTER I

INTRODUCTION

1.1 The Problem

1.1.1 Statement of the Problem

The purpose of the study is to investigate the attitudes of 11th grade students towards the learning of English as a foreign language in five selected government secondary schools in Addis Ababa.

1.1.2 Importance of the Study

Concerning the role of attitude in foreign language policies, Ferguson reports that the effectiveness of foreign language policies in education is determined more by the attitudes of the people towards language use than by simple demographic facts of language distribution. "In Ethiopia, as elsewhere many programmes fail because they do not take into account the attitudes of the people for whom they are intended."¹

A clear knowledge of the attitudes of learners towards the learning of English as a foreign language is essential to those engaged in language policy making and language planning. One practical contribution of this study will, therefore, be to make educational and language policy makers aware of what the current attitudes of 11th grade students are towards the

¹ Charles A. Ferguson, 1971, quoted by Tsehaye Tefera, A Sociolinguistic Survey of Language Use and Attitudes in Ethiopia: Implications for Language policy in Ethiopia. Unpublished Doctoral Dissertation (Washington D.C.: Georgetown University, 1977), p. 3.

learning of English as a foreign language. The knowledge of the students' current attitudes towards English could influence any major language policy on language planning activity that might be introduced in the future.

Before the Ethiopian Revolution of 1974, when a major socio-political change took place, some studies on language attitudes, including attitudes towards English, had been conducted in Ethiopia. The existence of such studies permits a comparison of results from the present post-revolution study on similar groups, which may shed light on several theoretical questions in the study of language use and attitudes towards the English language. This study will enable us to determine to what extent language attitudes remain constant or otherwise, in and after a period of revolutionary social change.

1.1.3 Limitations of the Study

The researcher is well aware that it would have been better to extend the ~~number~~ of schools and subjects for the study. However, for constraints of time and resources, the study is limited to the attitudinal study of the regular 11th grade secondary school students of five selected government secondary schools in Addis Ababa enrolled in the academic year 1985-86.

1.1.4 Scope of the Study

The scope of the study is limited to a random sample study of the 11th grade students of five selected government secondary schools in Addis Ababa for the following reasons.

1.1.4.1. Anderson (1967)², in his attitudinal study on Ethiopian Secondary School students reports that there is a markedly more favourable attitude towards English in grade 11 than in grades 9 and 12. To examine whether or not the attitude of 11th graders is consistently positive, therefore, the 11th graders were selected.

Moreover, since the grade 12 students were busy preparing themselves for the Ethiopian School Leaving Certificate Examination (ESLCE), the researcher felt that they may not respond to the questionnaire with concern. It is, therefore, believed that the 11th graders would understand the content of the questionnaire and would respond to it more effectively than the 9th and 10th graders.

1.1.4.2 From his observations while teaching Freshman English at Addis Ababa University, the researcher is of the opinion that it is the majority of the freshman students who come from the government secondary schools that have a serious problem in learning the English language not those who come from the private secondary schools. Therefore, since the English language problem is manifested in the students who come from government

² Anders Anderson, Multilingualism and Attitudes: An Explorative Descriptive study Among Secondary School Students in Ethiopia and Tanzania, (Uppsala: Institute of Education, University of Uppsala, 1967), pp. 1-11.

secondary schools only, the focus of the study will be on government secondary school 11th grade students.

1.1.4.3 The 11th grade students in Addis Ababa, and not elsewhere, were selected for the study for practical reasons: Using the student population in Addis Ababa as subjects for the study is **very** economical and saves time, as the student population is easily accessible.

1.2 Definitions of Terms and Abbreviations Used

1.2.1 Definition of Terms Used

Unless otherwise specified, the following terms will be used throughout the study according to the definitions given below.

Target Language (L₂) - It refers to the foreign language an Ethiopian 11th grade student learns in school both as a subject and as a medium of instruction - English.

Attitude - An attitude is a tendency to respond positively, that is, favourably, or negatively, that is, unfavourably to certain objects, persons, or situations.³

His - It refers to both male and female third person, singular pronouns.

1.2.2 Definition of Abbreviations Used

LEFL - Learning of English as a foreign language

³ Clifford, Morgan. Introduction to Psychology, (New York: University of North Carolina, 1966), p. 594.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Works on Attitudinal Study in General

Works on attitudinal study in general have been referred to. However, only those whose findings have been found to be relevant to the present study are reviewed in the subsequent pages.

According to a series of studies carried out at McGill University⁴

*The learner's ethnocentric tendencies and his attitudes towards the other group determine his success in learning a new language. His motivation to learn is thought to be determined by his attitudes and by his orientation towards learning a foreign language. The orientation is "instrumental" in form if the purposes of language study reflect the more utilitarian value of linguistic achievement, such as getting ahead in one's occupation, and is "integrative" if the student is oriented to learn more about the other cultural community as if he desired to become a potential member of the other group.*⁵

The study carried out at McGill University, quoted above, seems to confirm the statement that learners can successfully learn a foreign language if they have a positive attitude towards the language and/or towards its native speakers and their culture. The report goes on to point out that negligence in maintaining positive attitude in a foreign language teaching-learning process results in serious problems and foreign language learning suffers considerably.

⁴ The time the research was carried out, unspecified.

⁵ Wallace E. Lambert, Language, Psychology and Culture, (Stanford: Stanford University Press, 1972), p. 180.

However, although it has been accepted that the learner's attitude has a determinant role in the learning of a foreign language⁶ and this has stimulated much research, it is generally agreed that;

Attitude is admittedly a difficult area to study because people are often unwilling to reveal their true self, most deep seated attitudes, and indeed they may often not be consciously aware of what they are. Nevertheless, though the complexity of the relationship between attitudes and language learning are far from understood, research strongly suggests that successful language learners are those with positive attitudes.⁷

Some studies have also been carried out to identify the relevant factors responsible for success or failure of a foreign language learner. The findings indicate that these factors can be classified into two: cognitive and affective variables. Cognitive variables are the relatively stable ability characteristics of learners that may affect the success with which an individual learns another language, such as aptitude, intelligence, and certain cognitive characteristics, like **intuition**. Affective variables, on the other hand, describe individual characteristics relating to factors such as attitude and motivation. Concerning the role of attitude and motivation in the success of foreign language learning, Elen Bialystock and Maria Frohlick have the following to say.

The motivational and attitudinal characteristics identified as relevant to success in foreign language learning refer to group specific attitudes, for example, attitudes towards French Canadians or ~~European~~ French;

⁶ R.C. Gardner, et al., "The Role of Attitudes and Motivation in Second Language Learning: Correlational and Experimental Consideration", Language Learning XXXV No. 2, December, 1985, p. 210.

⁷ C.J. Brumfit and J.J. Robert, Introduction to Language and Language Teaching, (New York: McGraw Hill Book Company, 1966), p. 112.

The above quoted report makes us aware that as it is important to study the attitudes of the learners towards learning a foreign language it is equally important to be aware of the internal and external factors that affect their attitudes. Otherwise, an awareness of the attitudes of the learners as such proves to be useless unless their causes are identified and considered in the improvement of the foreign language teaching-learning process.

There is probably a general agreement on the point that achievement in many cases stands in a causal relationship to attitudes. Many investigators who have studied the relation between attitude and achievement in school work have been able to show that there exists an interaction between the two: attitudes affect achievement and achievement affects attitudes.¹⁰ However, there are other factors that are supposed to influence attitudes, for example, approval by parents, teachers and peers.

Specifically, the most significant factors that influence the attitudes of learners towards the learning of a foreign language are: the learner's internal motivation, his parents, his peer group, his foreign language teacher, and the information he gets from society about the foreign language to be learned. Let us examine these factors one by one.

2.1.1. The Learner's Internal Motivation

The learner's internal motivation refers to his aptitude, intelligence and curiosity to learn a foreign language. That is, the learner with higher

¹⁰ Wertheim 1960, p. 235, quoted by Anderson, Op. Cit., p. 15:14

aptitude, who is more intelligent, and more curious enjoys learning a foreign language more than one with lower aptitude, who is less intelligent, and less curious. Concerning this Gardner, et.al. report that the effects of language aptitude, integrative motivation... on the rate of learning 25 French/English vocabulary pairs were investigated using a paired associate learning paradigm. The results demonstrated that all aptitude and integrative motivation influenced rate of learning. Respondents high in language aptitude learned faster than those who were low and those high on integrative motivation learned faster than those who were low.¹¹ However, one's aptitude, intelligence and curiosity are highly dependent on the influences a foreign language learner acquires as a result of one's contact with the environment - in and out of one's home.

2.1.2 The Learner's Parents

When it comes to students' attitudes for a school subject, it has been noted that parents' attitudes to the subject and to the students' achievements in the subject are of practical importance.¹²

Likewise, concerning the learning of a foreign language, it is not only the learner's internal motivation that matters, as far as his attitude towards learning a foreign language is concerned, but the attitudes of his parents towards the foreign language as well. The foundation of one's personality is at home. Consequently since attitudes are part and parcel

¹¹ R.C. Gardner et al, Op. Cit., p. 207.

¹² Proffenberg and Norton, 1959, p. 171ff. quoted by Anders Anderson, Op. Cit., p. 12:4.

of one's personality, they are formed at home. Generally speaking, a child's likes and dislikes are based on those of his parents'. Concerning this, Gardner and Lambert report:

f *Along the studies carried out with English speaking Montreal high school students studying French, information had been gathered from parents about their orientation towards the French community. These data supported the notion that the proper orientation towards the other group is developed within the family. Students with an integrative disposition to learn French had parents who were also integrative and sympathetic to the French community. The students' orientations were not related to parents' skill in French nor to the number of acquaintances the parents had, indicating that the integrative motive is not due to having more experience with French at home but more likely stems from a family-wide attitudinal disposition.¹³*

Therefore, since the attitude of a learner towards the learning of a foreign language is determined by parents, report Gardner and Lambert, one who wants to investigate the attitudes of the learner towards the foreign language should ask the following questions: Do the parents usually speak the foreign language or speak about it? Do the learner's parents consider learning the foreign language important or irrelevant? Since his parents' attitude can affect his attitude towards the language, if the answers to the above questions are positive, then the attitude of the child is more likely to be positive.

2.1.3 The Learner's Peer Group

To the extent that parents have a determinant role in the attitude of a learner towards the learning of a foreign language, so does the learner's

¹³ C. Gardner and W.E. Lambert "Motivational Variables in Second Language Acquisition" Canadian Journal of Psychology, 1959, No. 3, pp. 266-272, quoted by Lambert, Op. Cit., p. 182.

peer group. Concerning the role of one's peer group on the attitude of the learner, Morgan reports, "whatever the reason operating in any given case, the outcome is that an individual's peer may shape views, as well as behavior more than his parents do."¹⁴

2.1.4 The Foreign Language Teacher

Another important variable that influences the learner's attitude towards the foreign language is the foreign language teacher. The influence can be positive or negative depending on the teacher's knowledge of the subject-matter, his attitude towards the subject and the students, and his overall personality. That is, if the teacher knows the subject, if he likes it and his students, if he is systematic in his teaching and if he is inviting and approachable enough in his personality, the foreign language learner will, in most cases, develop a positive attitude towards learning the language. J. Kausmejev and Goodwir have the following to say concerning the foreign language teacher.

The school ground, a well equipped building will remain partial, or may be wasteful, unless the very person or the teacher... is in class to guide the instructional process. The success of the goal is mainly determined by the teacher. Additionally, the expected change of behaviour or the development of positive attitudes of students towards learning can be affected by the teacher.¹⁵

¹⁴ Morgan. *Op. Cit.*, p. 601.

¹⁵ J. Kausmejev and Goodwir, 1967, p.5, quoted by Bezabih Bekele, The Attitude of Students Towards Learning in Senior Secondary Schools of Addis Ababa, (Addis-Ababa: College of Pedagogical Sciences, Addis Ababa University, June 1983), p. 18.

2.1.5 The Information the Learner Gets Concerning the Foreign Language

Researchers interested in attitudinal studies underline the importance of the information a foreign language learner gets about the foreign language and suggest that a clear and positive orientation towards the language be given to foreign language learners so as to acquire the necessary psychological readiness for the study of the language.¹⁶ Be it from the learner's parents, his peer group and/or the society as a whole, a foreign language learner should be informed that learning the language is essential, gives instrumental and/or integrative advantage, is important and the like.

The information, they say, can be formally transmitted to the learner by ~~teachers~~ and authorities concerned and/or informally, by the learner's peer group and his parents at any level of discussion with the learner concerning the foreign language.

Concerning this, Weinreich makes the very fundamental observation that the usefulness of a language, its literary - cultural value and its role in social advance are given to the individual by his surroundings. The degree, then, to which the individual is permitted, or willing, to interact with his surroundings will do much to mold his motivation for gaining, and later to mold the use of the language itself.¹⁷

¹⁶ M. Phillip Leamon, "Some Modest Suggestions" The Modern Language Journal, Vol. LVIII, No. 5-6, September-October, 1974, pp. 225-229.

¹⁷ Weinreich, 1963, quoted by Morris Jacobson and Leboof, "Predicting Success in Learning Second Language" The Modern Language Journal Vol. LVIII, No. 7 1974, p. 332.

2.1.6 Summary

It can be said that the attitude and performance of a foreign language learner is a function of the attitudes of the learner's environment towards the target language—what his parents, his peer group, his foreign language teacher, and the society as a whole think about the target language. That is, if the attitudes of all or most of the variables mentioned above are positive, then, the learner's attitude will most likely be positive, and his performance satisfactory. If the contrary, however, the attitude of the learner will generally be negative and his performance unsatisfactory.

2.2 Works on Attitudinal Study on Ethiopian

Senior Secondary School Students

Before the onset of the Ethiopian Revolution of 1974, no study on the attitudes of senior secondary school students towards the LEFL was carried out except that of Anderson (1967) on "Multilingualism and Attitudes Among Senior Secondary School Students in Ethiopia and Tanzania."

Since this study has a significant relevance to the present study it is carefully reviewed in the subsequent pages.

Anderson's study is one aspect of multilingualistic problem in education, namely, students' attitudes (interests, emotional reactions) towards the different languages that they encounter at school, both as subjects and as media of instruction: Italian, French, English and Arabic.

The purpose of his study was to measure the manifest attitude of students in senior secondary schools in Ethiopia and Tanzania towards English and the official languages in each country. Specifically, the task was to:

1. detect groups of students whose attitudes may undesirably be low in comparison with other groups in the same group factors;
2. compare the languages with each other as regards the attitudes in various groups; and
3. find possible connections between the attitudes on the one hand and language achievement on the other.

To gather data for his study, he prepared questionnaires which consisted of background variables and attitude variables. The background variable includes group factors like sex, home language, father's occupation, rural/urban distribution, and religious affiliations.

The attitude variable consists of sub-variables like general attitude towards English and Amharic, students' language preferences in different situations, comparison of English and Amharic as school subjects and the like.

Another set of data he included in the study was the 9th, 11th and 12th graders' marks in Amharic and English. In Ethiopia, reports Anderson, the Ministry of Education was very reluctant to allow him to include negative items about Amharic.¹⁸

Anderson's study, as mentioned earlier, was on Ethiopian and Tanzanian senior secondary school students' attitudes towards English and Amharic and towards English and Swahili respectively. However, for the purpose of the present study it is believed that it is only the part of his study on Ethiopian senior secondary school students in general and 11th grade

¹⁸ Anderson, *Op. Cit.*, p. 15:12.

students in particular that is relevant. This is carefully examined so that it might be used as the basis for comparison, and in order to find out the effect of the new socio-political change on the attitudes of senior secondary school 11th grade students towards the LEFL.

In Ethiopia, Anderson selected six sample senior secondary schools for his study with a sample size of 559 students -213, grade 9, 193, grade 11, and 153, grade 12; grade 10 was not included in the study.

Concerning the demographic characteristics of his sample, Anderson reports the following findings:

1. Sex: 81% male and 19% female;
2. Father's occupation: 5.5% farmer, 30.2% crofter, 32.6% merchant, 17.9% professional, 3.9% skilled labourer, 1.6% unskilled labourer, and 8.3% police and militaryman;
3. Urban/rural distribution: town 35.8% and country 64.2%;
4. Father's religious affiliations: Christians 91%, Moslems 8.6% and other 6.4%; and
5. Home language: Amharic 61.1%, Tigrigna 14.5%, Oromo 13.1%, Arabic 1.3%, other Ethiopian languages 7.5%, English 7.5%, Italian 0.5%, Other European languages 6.2%.¹⁹

After cross-comparing the different attitude sub-variables against the background variables and computing them statistically, he concludes:

¹⁹ Anders Anderson, Op. Cit., p. 12:2.

1. When Amharic and English are compared as school subjects, English turns out to be liked much more than Amharic. The difference in favour of English is much more marked among tribal language speakers than those whose mother tongue is Amharic;
2. by and large, students who like English do so because it is a vehicle for international contacts and because of its utilitarian value in education;
3. regarding English, girls are more favourable than boys and in Ethiopia, there is a markedly more favourable attitude in grade 11 than in grades 9 and 12; and finally he concludes that;
4. students from more "educated" homes are less favourable than others and as regards Amharic that there is a growing negative attitude towards Amharic with raising class level.²⁰

²⁰ Ibid. pp. i-ii.

CHAPTER III

PLAN OF THE STUDY PROCEDURES AND METHODOLOGY

3.1 Sampling and Description of Samples

3.1.1 Sampling

Before deciding on the composition and size of samples, sources on general and introductory statistics were referred to. The Sample Survey: Theory and Practice (1975) by Donald P. Warwick and Charles A. Lininger (eds.) was of special reference to the researcher.

Warwick and Lininger report that for a sample to be useful, it should reflect the similarities and differences found in the total group. The most reliable way to assure a representative sample is to use chance procedures for choosing the units to be studied. Nonchance procedures are also used in survey research but they may introduce unknown or unanticipated bias into the findings. Another point is the question of homogeneity and heterogeneity. If the population is homogeneous, any reasonable size of the sample depending on the purpose of the study will do to represent the entire population. If the population is heterogeneous, however, the sampling should take every group into account in order to have as fair a representative as possible. A person who is studying a factory with 15 work groups, for example, cannot assume that one of these groups will be representative of all the others. In most factories work groups differ in age, attitudes, productivity, the ethnic background of their members, and other qualities. A representative sample of workers or work groups should capture the diversity of the whole.²¹

²¹ Donald P. Warwick and Charles A. Lininger (eds.) The Sample Survey: Theory and Practice, New York: McGraw-Hill Company, 1975), pp. 69-70.

It was on the basis of the statements of Warwick and Lininger that the researcher planned the sample for the study.

Fundamentally, the sampling is a simple random sampling of individual students, but in order to achieve as good a representation as possible of the population in the different schools, there was a steering throughout the streams in the schools under study. The population for the study is one - the 11th grade student population in five selected government secondary schools in Addis Ababa.

3.1.2 Description of Samples

3.1.2.1 Number of Schools

In choosing the number of schools, practical and economic considerations were quite decisive. According to the Addis Ababa Schools Administrative Office, the government secondary schools' in Addis Ababa are geographically classified into five zones. In order to have as fair a representation as possible, one government secondary school was chosen from each zone by lot. The number of secondary schools under study is, therefore, five. Table I gives a description of the schools under study.

TABLE I

NAMES OF SCHOOLS BY MANAGING AGENCY
TYPE AND LOCATION

NAME	Managing Agency	TYPE	LOCATION
1. Ethiopia Tikdem No. 1 Sec. School	Government	Academic Day Sec. School, Mixed	Zone 5
2. General Wingate Comprehensive Sec. School	"	Academic and Vocat- ional Day Sec. School, Mixed	Zone 1
3. Minelik II Comprehensive Sec. School	"	Academic and Vocat- ional Day Sec. School Mixed	Zone 4
4. Misrak Comprehensive Sec. School	"	Academic and Vocat- ional Day Sec. School Mixed	Zone 3
5. Technical Sec. School	"	Vocational Day Sec. School, Mixed	Zone 2

N.B. Mixed - A school wherein boys and girls are taught together (co-education).

3.1.2.2 Number of Students

In the five schools there are 4924 grade 11 students. Of this total, 353 (7%) students were selected in the following way. Since it was very difficult to number all the 11th grade regular students in the five schools and sample them using the technique of systematic sampling used by T. Kazmier,²² students were randomly selected with a conscious effort to include as fair

²² Leonardo J. Kazmier, Theory and Problems of Business Statistics (Shawn's Outline Series), (New York: McGraw Hill Book Company, 1976), p. 50.

representatives as possible from the different streams in the schools. The figure 35; as the size of the sample would then give an approximate percentage of six (6%) of Menelik II and Misrak Comprehensive, nine (9%) of General Wingate Comprehensive and Ethiopia Tikdem No. 1; and fourteen (14%) of Technical Secondary School. It was to make the sample as fairly representative as possible that more percentage was given to the three schools - Ethiopia Tikdem No. 1, General Wingate and Technical Secondary School. This sample size was considered sufficient for the purposes intended. However, Constraints of time and resources were also taken into account in planning th sample size.

Table II gives the total number of students enrolled in the five schools under study at the time of data collection, and the number of participating students.

TABLE II
NUMBER OF STUDENTS IN EACH OF THE SELECTED
GOVERNMENT SECONDARY SCHOOLS ENROLLED IN
THE ACADEMIC YEAR 1985-86 AND THOSE
PARTICIPATING IN THE STUDY.

School	Enrolement 1985-86			Partaking in the Study		
	Boys	Girls	Total	Boys	Girls	Total
1. Ethiopia Tikdem No. 1	274	284	558	20(4%)	30(5%)	50(9%)
2. General Wingate	490	496	986	40(4%)	50(5%)	90(9%)
3. Menelik II	796	754	1550	40(3%)	51(3%)	91(9%)
4. Misrak Comprehensive	681	905	1586	34(2%)	55(4%)	89(6%)
5. Technical School	228	16	244	33(14%)	--	33(14%)
Total	2469	2455	4924	167	186	353

3.1.2.3 Distribution of Students by Class Level

Students were alphabetically classified in every classroom ranging from 11 students in Wood Technology class in Technical Secondary School to 98 students in Section 0, Home Economics class in General Wingate Comprehensive Secondary School. All efforts have been made to select as fair representation of students as possible from the different streams in each school. However, since using this principle in every stream and every school proved impossible, selection of respondents was, in most cases, carried out by randomly sampling from those sections and streams in which students could, at the moment be released from ordinary lessons. For example in Menelik II Comprehensive Secondary School there are Arts and Science Streams only at grade 11 level. Therefore, since the number of Science Sections is more than the Arts Sections, 51 students from the Science Stream and 40 students from the Arts Stream were randomly selected and used as a sample for the school. This was also the general principle followed in the rest of the four secondary schools.

3.2 Collection of Data

In order to objectively examine the attitudes of the 11th grade secondary school students of the five secondary schools and in order to collect data for the study, opinions that reflect the attitudes of the students were gathered by a carefully prepared questionnaire. In writing the questionnaire, the fundamental principles of questionnaire writing were observed.

Moreover, statements expressing a certain degree of positive or negative attitudes towards foreign language learning that have been used in similar studies, for example, Anderson (1967), Taylor (1973), Tsehaye (1977) were examined for possible usefulness some of which were selected. The ideas

suggested and the systems followed by the prominent researchers on "attitudinal works" were taken as the basis for writing the majority of the questions as well as for modifying the adopted ones. To the extent possible, great care has been made to avoid any kinds of ambiguities in the questionnaire.

The questionnaire was written in English for fear of bias since Amharic is a second language for many of the students, though naturally a less foreign one than English, and this might have prejudiced those respondents with negative attitudes towards Amharic. English, however, being a foreign language is neutral to all the respondents.

One important matter was the problem of comprehensibility which could be affected since 11th grade students' English proficiency may be low. To minimize this problem, a conscious effort was made to simplify the language used in setting the questionnaire. Besides, a preliminary version was administered to 30 grade 11 students from Menelik II Comprehensive Secondary School to try this out. Students were encouraged to ask questions and comment on items. There was no serious problem except for a few words here and there, which appeared to cause difficulty for some students. Words which caused some problems include "attitude", "opinion", "boring", "illustrations", "occupation", and "encourage". The researcher recorded these words and prepared a simplified definition for each word which was later used to clarify these words in the administration of the actual questionnaire.

All efforts were also made to make the questionnaire as concise as possible, lest the respondents get bored and respond to it carelessly. Efforts were also made to make the questionnaire as comprehensive as possible to get reliable information. The question of whether the form of the questions be of objective

or subjective type was considered as well. However, considering the drawbacks of subjective questions, it was decided that the questionnaire be only one type of question format, "closed" type questions, which were more structured, with respondents being allowed a limited number of responses. This included the five point Lickert - type scales which required the students to mark with a tick in one of the scales what their opinions are to a set of language statements.

3.2.1 Survey of Variables in the Questionnaire

The questionnaire consists of two variables - the background data variables and the attitude variables.

3.2.1.1 Background Data Variables

To cross-compare the background data variables with the attitude variables and draw conclusions from the findings of the study, the following background data variables were included (for details about the questionnaire, see Appendix A): age, sex, father's occupation, mother's occupation, father's educational level, mother's educational level, and religious affiliations.

3.2.1.2 Attitude Variables

As pointed out in the Literature Review part of this study, learners attitudes are influenced by the attitudes of their parents, peer groups, foreign language teachers, the society they live in, and by the formal or informal information they get about the foreign language. Accordingly, the questionnaire was designed so as to include positive and negative statements concerning the following attitude variables. The questions were not grouped, or presented in a logical order or sequence, so that the response to one would not influence

and low scores, a negative one. Lickert assigned numerical values to responses in the following manner:

- A. 1 point for strong disagreement with a positive statement;
- B. 2 points for mild disagreement with a positive statement;
- C. 5 points for strong agreement with a positive statement;
- D. 4 points for mild agreement with a positive statement;
- E. 1 point for strong agreement with a negative statement;
- F. 2 points for mild agreement with a negative statement;
- G. 5 points for strong disagreement with a negative statement;
- H. 4 points for mild disagreement with a negative statement; and
- I. 3 points for any "no opinion" response.²³

3.3 Distribution of the Questionnaires

Before the distribution and administration of the questionnaire, in order to obtain as full cooperation as possible, a memo was written to the schools concerned by the researcher's sponsoring Faculty Graduate Commission. The researcher also made personal visits and contacts with the administrators and unit leaders of the five schools. In the great majority of cases, cooperation was readily obtained.

When it was time to administer the questionnaire, the researcher went in person to the schools under study and administered the questionnaire himself, assisted by the respective unit leaders of the schools.

²³ Orhando L. Taylor, "Teachers' Attitudes Towards Black and Nonstandard English as Measured by Language Attitude Scale" Language Attitudes: Current Trends and Prospects, (Washington D.C.: Georgetown University Press, 1973), p. 176.

Students were briefed about the objectives of the study and were instructed to ask any questions pertaining to the questionnaire. Moreover, in order to avoid misunderstanding of the subject-matter of the questionnaire, every statement was read and discussed with the respondents by the researcher. Besides, the meaning of those words which were observed to be a bit difficult were given. Different questions raised by some of the respondents were answered by the researcher himself and when everyone finished writing the responses, the questionnaires were collected. It took the researcher two and half days to personally administer the questionnaire in all the five schools.

4.1.2 Religion

Of those who answered the question on religion, 95% claim to be Christians, 4% Moslems, and 1% Indian. The latter did not specify what kind of religion the word "Indian" refers to. This distribution supports a similar finding by Anderson (1967) who reports 92% Christians and 8% Moslems.

4.1.3 Age

From those who responded to this question, 77% claim to be between 14 to 17 and 23% eighteen years and above.

4.1.4 Father's Educational Level

According to the respondents' information concerning their fathers' educational levels, 14% of the fathers are illiterate, 47% are between grades one and eight, 24% between grades nine and twelve, and 15% above the twelfth grade.

4.1.5 Mother's Educational Level

Similarly, concerning their mothers' educational levels, the respondents report that: 33% of the mothers are illiterate, 52% between grades one and eight, 10% between grades nine and twelve, and 5% above the twelfth grade. Table III summarizes the demographic characteristics of the sample.

TABLE III
 DEMOGRAPHIC CHARACTERISTICS OF THE SAMPLE IN TERMS OF
 AGE, SEX, FATHER'S EDUCATIONAL LEVEL, MOTHER'S
 EDUCATIONAL LEVEL, AND RELIGIOUS
 AFFILIATIONS BY SCHOOL

SCHOOL	AGE		SEX		FATHER'S EDUCATIONAL LEVEL				MOTHER'S EDUCATIONAL LEVEL				RELIGIOUS AFFILIATIONS		
	1	2	1	2	1	2	3	4	1	2	3	4	1	2	3
1	75	15	46	44	13	47	14	6	33	36	2	3	79	5	-
2	57	34	35	56	7	31	17	19	20	36	15	4	86	2	-
3	80	9	27	61	6	37	20	12	17	47	8	2	86	-	-
4	37	13	28	21	7	12	18	7	16	22	4	5	44	1	2
5	22	11	33	0	9	15	5	3	11	16	5	1	26	7	-
Total No.	271	89	169	182	42	142	74	47	97	157	1	15	321	15	2
Total %	77	23	48	52	14	47	24	15	33	52	10	5	95	4	1

KEY

A. Age: 1. - 14-17

2. - 18⁺

B. Sex: 1. - Male

2. - Female

C. Educational Level:

1. Illiterate

2. 1 - 8

3. 9 - 12

4. > 12

D. Religious Affiliations:

1. Christian

2. Moslem

3. Others

E. Schools:

1. General Wingate Comp. S.S

2. Menelik II Comp. S.S

3. Misrak Comp. S.S

4. Ethiopia Tikdem No. 1 S.S

5. Technical Sec. School

4.2 Data Coding and Analysis

After the questionnaires were collected, as has been stated on page 25 paragraph two, all the five alternatives - "STRONGLY AGREE", "AGREE", "NO OPINION", "DISAGREE", and "STRONGLY DISAGREE" were coded in the following manner.

4.2.1 Positive Statement: "Strongly Agree" (5), "Agree"(4), "No Opinion"(3), "Disagree"(2), and "Strongly Disagree"(1).

4.2.2 Negative Statement: "Strongly Agree"(1), "Agree"(2), "No Opinion"(3), "Disagree"(4), and "Strongly Disagree"(5). Note that all the negative statements and the coding system for them are marked with an astrisk in all the tables in Appendix B-L.

The procedures that have been used throughout the analysis and interpretation of the findings are as follows: All the data were tallied. The mean and the standard deviation of the five schools (See Table VII) and five subgroups (See Table VI) were computed. Besides, to find out whether or not there are significant differences in reactions to the attitude variables, a z. test, test of proportion (See Table V), was also used. The mean, standard deviation and, z test were computed on the basis of the following formulae:

$$\text{Mean} = \frac{\sum xfi}{\sum fi} \quad , \quad \text{S.D} = \sqrt{\frac{\sum fi(x-\bar{x})^2}{\sum fi}} \quad , \quad \text{and} \quad z \text{ test} = \frac{P_1 - P_2}{\sqrt{\frac{P_1 q_1}{n_1} + \frac{P_2 q_2}{n_2}}}$$

N.B. $q = 1 - p$

To illustrate, supposing the respondents' reactions to the statement "I like to learn English" is:

<u>Frequency (Fr.)</u>	<u>Value</u>
5; respondents	Strongly Agree (5),
2, "	Agree (4),
3, "	No Opinion (3),
4, " and	Disagree (2), and
2, "	Strongly Disagree (1), the

mean of this statement is $\frac{\sum xfi}{\sum fi}$

$$\begin{aligned}\bar{x} &= \frac{(5 \times 5) + (4 \times 2) + (3 \times 3) + (2 \times 4) + (1 \times 2)}{5 + 2 + 3 + 4 + 2} \\ &= \frac{25 + 8 + 9 + 8 + 2}{16} \\ &= \frac{52}{16} \\ &= 3.25\end{aligned}$$

The standard deviation of the reactions to the same statement is

$$\begin{aligned}\text{S.D} &= \sqrt{\frac{\sum fi (x - \bar{x})^2}{\sum fi}} \\ &= \sqrt{\frac{5(5-3.25)^2 + 2(4-3.25)^2 + 3(3-3.25)^2 + 4(2-3.25)^2 + 2(1-3.25)^2}{5 + 2 + 3 + 4 + 2}} \\ &= \sqrt{\frac{5(1.75)^2 + 2(.75)^2 + 3(-.25)^2 + 4(-1.25)^2 + 2(-2.25)^2}{16}} \\ &= \sqrt{\frac{5(3.06) + 2(.56) + 3(.06) + 4(1.56) + 2(5.06)}{16}}\end{aligned}$$

$$\begin{aligned}
 &= \sqrt{\frac{15.30 + 1.12 + .18 + 5.24 + 10.12}{16}} \\
 &= \sqrt{\frac{31.96}{16}} \\
 &= \sqrt{1.99} \\
 &= 1.41
 \end{aligned}$$

Supposing respondents' reactions to the two statements in percentages are:

	STRONGLY AGREE	AGREE	NO OPINION	DIS-AGREE	STRONGLY DIS-AGREE
1 =	50	30	5	5	10
2 =	30	50	3	10	7

and if we take "STRONGLY AGREE" as our point of reference, then the

Z test of these reactions is $z = \frac{p_1 - p_2}{\sqrt{\frac{p_1q_1}{n_1} + \frac{p_2q_2}{n_2}}}$

N.B. $n_1 = 300$

$n_2 = 330$

$$\begin{aligned}
 z &= \frac{p_1 - p_2}{\sqrt{\frac{p_1q_1}{n_1} + \frac{p_2q_2}{n_2}}} \\
 &= \frac{(50/100) - (30/100)}{\sqrt{\frac{(50/100)(50/100)}{300} + \frac{(30/100)(70/100)}{330}}}
 \end{aligned}$$

$$\begin{aligned}
 &= \frac{.20}{\sqrt{\frac{.25}{350} + \frac{.21}{330}}} \\
 &= \frac{.20}{\sqrt{.0008 + .0006}} \\
 &= \frac{.20}{.0014} \\
 &= \frac{.20}{.037} \\
 &= 5.40
 \end{aligned}$$

There is a significant difference in the reactions to 1 and 2 at a level of significance of .05.

4.3 Method of Analysis

The data were analyzed in the following manner:

1. For each attitude variable an average percent of the degree of agreement was estimated and the results discussed.
2. The first attitude variable, "Students' Attitudes Towards the Learning of English as a Foreign Language, LEFL," was taken as a point of reference. All the other attitude variables were compared and discussed.

The above methodology was repeated for sub-groups of respondents.

These respondents were classified by:

- A. Sex, B. Age, C. Religious Affiliations, D. Father's Educational Level, and E. Mother's Educational Level. A comparison was made if the above variables affect the students' attitudes towards the LEFL.

4.4 Tabulation of Findings

Sixteen tables were prepared. The first five which summarize the findings are included in the text; the next five tables show the distribution of the five sub-groups in terms of frequency and percentages according to their age, sex, father's educational level, mother's educational level and religious affiliations; and the last five summarize the reactions of the respondents by school in terms of frequency and percentages. Finally, a grand table gives the overall reactions-the respondents were treated together. Except for the first five tables included in this part of the text, the rest are included in Appendix B-E for further reference. In each table the distribution of respondents is expressed in terms of frequency and percentages. Percentages have been rounded to the nearest tenth.

4.5 The Findings

4.5.1 General

4.5.1.1 Students' Attitudes Towards the Learning of English as a Foreign Language

This part examines students' attitudes towards the LEFL. Some questions intended to determine this were phrased as statements which were to be answered by ticking in the spaces given. The percentages of the respondents' reactions to every questionnaire item were calculated in the following manner. For statement 1.1 for example the responses are 199, 102, 0, 14, 28 from 5-1 respectively, and the percentages have been computed as $\frac{199}{343} \times 100 = 58$, $\frac{102}{343} \times 100 = 30$, $\frac{0}{343} \times 100 = 0$, $\frac{14}{343} \times 100 = 4$, and $\frac{28}{343} \times 100 = 8$.

	STRONGLY AGREE (5)	AGREE (4)	NO OPINION (3)	DIS- AGREE (2)	STRONGLY DIS- AGREE (1)	Total
Frequency (Fr) =	199	102	0	14	28	343
Percentage (%) =	58	30	0	4	8	100

The same procedure was applied to compute the percentages of all items - 1.1 - 7.4. For further reference see Appendix L Table XVIII.

The statements and the respondents' reactions to everyone of them in terms of percentages are as follows:

1.1 "I like the native speakers of English - the Americans, the British, the Canadians..."

	<u>No. Respondents</u>	<u>%</u>
Strongly Agree	199	58%
Agree	102	30%
No Opinion	0	0%
Disagree	14	4
Strongly Disagree	28	8
Total	<u>343</u>	<u>100</u>
Mean		4.25

1.2 "I do not like the native speakers of English - the Americans, the British, the Canadians..."

Strongly Agree	10
Agree	8
No Opinion	2
Disagree	29
Strongly Disagree	51
Mean	4.02

	<u>%</u>
1.3 " I like to learn English"	
Strongly Agree	71
Agree	21
No Opinion	0
Disagree	2
Strongly Disagree	6
Mean	4.48
1.4 " I do not like to learn English"	
Strongly Agree	8
Agree	6
No Opinion	2
Disagree	21
Strongly Disagree	63
Mean	4.24
1.5 "I want to learn English because I want to listen to the radio programmes of the Voice of America (VOA) and the British Broadcasting Corporation (BBC)."	
Strongly Agree	30
Agree	31
No Opinion	4
Disagree	19
Strongly Disagree	16
Mean	3.40

1.6 "I want to learn English because I want to pass the Ethiopian School Leaving Certificate Examination (ESLCE)."

	<u>%</u>
Strongly Agree	48
Agree	29
No Opinion	1
Disagree	10
Strongly Disagree	12
Mean	3.89

1.7 "I would like English to continue as a language through which other subjects are taught in the high school."

Strongly Agree	57
Agree	25
No Opinion	2
Disagree	6
Strongly Disagree	10
Mean	4.11

1.8 "I would like Amharic to replace English and be used as a language through which the other subjects are taught in the high school."

Strongly Agree	14
Agree	15
No Opinion	4
Disagree	28
Strongly Disagree	39
Mean	3.61

As one can see from the reactions of the students to the above statements, respondents seem to have a positive attitude towards the LEFL. The cumulative mean is 4.00.

Out of the eight statements, it is interesting to note that the students are more favourable to the statement "I like to learn English" than any other statement in this part as well as in the entire questionnaire.

In items 1.1 and 1.2 students were asked whether or not they like the native speakers of English and as can be seen from the reactions, they seem to have a positive attitude towards them.

In items 1.3 and 1.4 students were asked whether or not they like to learn English and their reactions indicate a favourable attitude. Besides, it is to this item (1.3) that the students show the most favourable attitude of all the items throughout the questionnaire.

In items 1.5 and 1.6 students were asked if they want to learn English in order to listen to the radio programmes of the Voice of America (VOA) and the British Broadcasting Corporation (BBC) or to pass the Ethiopian School Leaving Certificate Examination (ESLCE). Their reactions indicate favourable attitude towards both items but it seems that they are more in favour of item 1.6. This finding supports the finding of Anderson (1957), who reports that students who like English do so because it is a vehicle for international contacts and because of its utilitarian value in education (See Chapter II, part 2.2).

In items 1.7 and 1.8 students were asked whether English should continue as a medium of instruction or be replaced by Amharic. The great majority of respondents (82%) report that English should continue as a medium of instruction in the high school. This again supports the findings of Tsehaye (1977) who in his attitudinal study on university students and educators, reports that the respondents as a whole indicate a favourable attitude towards the use of English as a medium of instruction in the high school.²¹

In all the items, 1.1 - 1.8, the respondents show favourable attitudes towards the positive statements and unfavourable attitudes towards the statements that negate the positive ones. In other words, no contradiction of responses have been observed. The data are consistent.

4.5.1.2 Students' Attitudes Towards the English Teacher

This part examines students' attitudes towards their English teachers. Five positive and five negative statements, alternating each other, were included in this part and the reactions are as follows:

2.1. "Our English teacher gets me interested in the subject."

As a reaction to this statement, 52% of the students report that they strongly agree 34% agree, 1% have no opinion, 5% disagree, and 8% strongly disagree. The mean score is 4.17.

2.2 To the statement "Our English teacher is boring when he teaches the subject, 38% report that they strongly disagree, 23% disagree, 3% have no opinion, 17% agree, and 19% strongly agree to it. The mean score is 3.39.

²¹ Tsehaye Tefera, Op. Cit., p. 196.

2.3 "Our English teacher makes good use of examples and illustrations".
To this statement, the students react in the following way: 47% report that they strongly agree, 31% agree, 1% have no opinion, 7% disagree, and 14% strongly disagree. The mean score is 3.89.

2.4 "Our English teacher does not make good use of illustrations."
The reactions to this statement show that 38% of the students strongly disagree, 29% disagree, 4% have no opinion, 13% agree, and 16% strongly agree. The mean score is 3.60.

In items 2.5 and 2.6 students were asked if their English teachers appear regularly and the reactions to the positive statement, "Our English teacher appears regularly for class" are: Strongly agree 52%, agree 29%, no opinion 2%, disagree 8% and strongly disagree 9%. The mean score is 4.08. However, the reactions to the statement "Our English teacher is frequently absent from class" are: strongly disagree 51%, disagree 23%, no opinion 4%, agree 10%, and strongly agree 12%. The mean score is 3.90.

In items 2.7 and 2.8, students were asked whether or not their English teachers give them homework. The reactions to the statement "Our English teacher gives us homework" are: strongly agree 62%, agree 27%, no opinion 1%, disagree 4% and strongly disagree 6%. To the statement "Our teacher does not give us homework" 31% report that they strongly disagree, 31% disagree, 2% have no opinion, 5% agree, and 10% strongly agree. The mean scores of 2.7 and 2.8 are 4.34 and 4.10, respectively.

In items 2.9 and 2.10 students were asked whether or not their English teachers correct the homework they give them. The reactions to the positive statement "Our English teacher corrects our homework" are: Strongly agree 57%, agree 27%, no opinion 1%, disagree 7%, and strongly disagree 8%. Similarly, as a reaction to the negative statement, "Our teacher does not correct our homework", 45% report that they strongly disagree, 27% disagree, 3% have no opinion, 12% agree and 13% strongly agree. The means of 2.9 and 2.10 are 3.80 and 4.16 respectively.

As can be seen from the students' reactions to the items in this part, it seems that the majority of the respondents have a favourable attitude towards the English teacher.

4.5.1.3 Students' Attitudes Towards the 11th Grade English Textbook

This part is meant to examine the students' attitudes towards their English textbook. Two positive and two negative statements were included and the reactions are as follows:

To the item "The passages in our 11th grade English textbook are interesting to me", 46% report that they strongly agree, 38% agree, 2% have no opinion, 6% disagree, and 8% strongly disagree. The mean score is 4.10.

In reacting to the statement "The passages in our 11th grade textbook are not interesting to me", 42% of the respondents report that they strongly disagree to it, 5% have no opinion, 12% agree, and 12% strongly agree. The mean score is 3.71.

In items 3.3 and 3.4 the students were asked whether or not the words in their English textbook are easy for them. The reactions to item 3.3 "The words in our English textbook are easy," are as follows: Strongly agree 30%, agree 40%, no opinion 3%, disagree 15% and strongly disagree 12%. The mean score is 3.61. The reactions to the negative statement "The words in the passages of our 11th grade English textbook are difficult" are: strongly disagree 24%, disagree 27%, no opinion 5%, agree 29%, and strongly agree 15%. The mean score is 3.16.

In general, the students seem to have a positive attitude towards their 11th grade English textbook as well. However, 44% of them report that the words in their English textbook are difficult, a significant percentage.

4.5.1.4 Students' Language Preferences in Different Situations

This part is intended to examine students' language use and preference patterns in specific interaction situations. The following statements were included in this category:

4.1 "When I read the daily newspaper, I prefer to read it is English." As a reaction to this statement, 30% report that they strongly agree, 32% agree, 1% have no opinion, 24% disagree, and 11% strongly disagree. The mean score is 3.43.

4.2 To the Statement, "When I listen to the everyday radio programmes, I prefer to listen to it in English," 32% report that they strongly agree, 36% agree, 1% have no opinion, 20% disagree, and 11% strongly disagree. The mean score is 3.56.

4.3. "When I speak with my friends in and outside the classroom, I prefer to speak in English." To this statement, 43% of the respondents report that they strongly agree, 30% agree, 1% have no opinion, 19% disagree, and 11 % strongly disagree. The mean score is 3.61.

4.4 To the statement "When I write to my friends, I prefer to write in English, 30% report that they strongly agree, 30% agree, 1% have no opinion, 23% disagree, and 16% strongly disagree. The mean score is 3.36.

As indicated by the responses to this part, a minimum of 30% of the respondents disagree to every statement on the use of English in the four situations investigated.

4.5.1.5 Parents' Attitudes Towards the LEFL by Their Children

Two statements, one negative and one positive, were presented to the respondents to determine whether or not their parents encourage them to learn English. The reactions are as follows:

5.1 To the statement "My parents encourage me to learn English," 46% strongly agree, 36% agree, 2% have no opinion, 8% disagree and 8% strongly disagree. The mean score is 4.04.

5.2 To the statement "My parents do not encourage me to learn English," 44% report that they strongly disagree, 26% disagree, 5% have no opinion, 14% agree, and 10% strongly disagree. The mean score is 3.79.

The responses indicate that the respondents' parents in general, have a positive attitude towards the LEFL by their children although 24% of the respondents report that their parents do not encourage them to learn English.

4.3. "When I speak with my friends in and outside the classroom, I prefer to speak in English." To this statement, 43% of the respondents report that they strongly agree, 30% agree, 1% have no opinion, 19% disagree, and 11 % strongly disagree. The mean score is 3.61.

4.4 To the statement "When I write to my friends, I prefer to write in English, 30% report that they strongly agree, 30% agree, 1% have no opinion, 23% disagree, and 16% strongly disagree. The mean score is 3.36.

As indicated by the responses to this part, a minimum of 30% of the respondents disagree to every statement on the use of English in the four situations investigated.

4.5.1.5 Parents' Attitudes Towards the LEFL by Their Children

Two statements, one negative and one positive, were presented to the respondents to determine whether or not their parents encourage them to learn English. The reactions are as follows:

5.1 To the statement "My parents encourage me to learn English," 46% strongly agree, 36% agree, 2% have no opinion, 8% disagree and 8% strongly disagree. The mean score is 4.04.

5.2 To the statement "My parents do not encourage me to learn English," 44% report that they strongly disagree, 26% disagree, 5% have no opinion, 14% agree, and 10% strongly disagree. The mean score is 3.79.

The responses indicate that the respondents' parents in general, have a positive attitude towards the LEFL by their children although 24% of the respondents report that their parents do not encourage them to learn English.

4.5.1.6 Peer groups' Attitudes Towards English

Two positive and two negative statements were presented to respondents to determine whether or not their peer groups have a favourable attitude towards English. Here are the reactions to each of them.

6.1 "My friends do not mind if I speak in English". The reactions to this statement are as follows: strongly agree 33%, agree 41%, no opinion 1%, disagree 13%, and strongly disagree 12%. The mean score is 3.71.

6.2 To the statement "My friends hate me if I speak in English and insult me by using such words as "agul ferenj"²² when they hear me speak in English", the reactions are as follows: strongly disagree 36%, disagree 33%, no opinion 3%, agree 14%, and strongly agree 14%. The mean score is 3.61.

6.3 In reacting to the statement "My friends prefer English to Amharic in listening to radio programmes," 28% report that they strongly agree, 35% agree, 4% have no opinion, 20% disagree, and 13% strongly disagree. The mean score is 3.96.

6.4 Similarly, to the statement "My friends prefer Amharic when they listen to radio programmes" 17% report that they strongly agree, 24% agree, 4% have no opinion, 30% disagree, and 25% strongly disagree. The mean score is 3.22.

In general, it seems that the peer groups of the respondents have a favourable attitude towards English. However, when it comes to listening to radio programmes, 41% of the respondents report that their peer groups prefer Amharic to English, a significant percentage.

²² "agul ferenj" (singular), "agul ferenjoch" (plural), a person who pretends to be a native speaker of English.

4.5.1.6 Peer groups' Attitudes Towards English

Two positive and two negative statements were presented to respondents to determine whether or not their peer groups have a favourable attitude towards English. Here are the reactions to each of them.

6.1 "My friends do not mind if I speak in English". The reactions to this statement are as follows: strongly agree 33%, agree 41%, no opinion 1%, disagree 13%, and strongly disagree 12%. The mean score is 3.71.

6.2 To the statement "My friends hate me if I speak in English and insult me by using such words as "agul ferenj"²² when they hear me speak in English", the reactions are as follows: strongly disagree 36%, disagree 33%, no opinion 3%, agree 14%, and strongly agree 14%. The mean score is 3.61.

6.3 In reacting to the statement "My friends prefer English to Amharic in listening to radio programmes," 28% report that they strongly agree, 35% agree, 4% have no opinion, 20% disagree, and 13% strongly disagree. The mean score is 3.96.

6.4 Similarly, to the statement "My friends prefer Amharic when they listen to radio programmes" 17% report that they strongly agree, 24% agree, 4% have no opinion, 30% disagree, and 25% strongly disagree. The mean score is 3.22.

In general, it seems that the peer groups of the respondents have a favourable attitude towards English. However, when it comes to listening to radio programmes, 41% of the respondents report that their peer groups prefer Amharic to English, a significant percentage.

²² "agul ferenj" (singular), "agul ferenjoch" (plural), a person who pretends to be a native speaker of English.

4.5.1.7 Social Attitudes Towards English

Two positive and two negative statements were included under this category in order to examine the social attitudes towards English.

7.1 To the statement "Our people do not mind if we speak in English," 30% report that they strongly agree, 38% agree, 3% have no opinion, 15% disagree, and 14% strongly disagree. The mean score is 3.53.

7.2 To the statement that negates this, "Our people do not approve of our English language use and insult us by using such words as "aguj ferenjoch", 30% report that they strongly disagree, 28% disagree, 4% have no opinion, 20% agree, and 18% strongly agree. The mean score is 3.32.

7.3 "Our people feel that it is important to learn English." The reactions to this statement are as follows: 43% report that they strongly agree, 36% agree, 1% have no opinion, 12% disagree, and 8% strongly disagree. The mean score is 3.96.

7.4 The reactions to the statement "Our people think that studying English is not important" are as follows: 40% report that they strongly disagree, 27% disagree, 4% have no opinion, 14% agree, and 15% strongly agree. The mean score is 3.61

The reactions to the statements under this category indicate that the people whom the respondents frequently contact with do not mind if the respondents speak in English. Besides, the responses also indicate that the people whom the respondents have frequent contacts with think that learning English is important. Table IV summarizes all the reactions under the seven attitude variables in terms of average percentages.

For instance, respondents' reactions to the statements in attitude variable 1, "Students' Attitudes Towards the LEFL," in percent are: 58, 51, 71, 63, 31, 48, 57, and 39 from items 1.1 - 1.8, respectively. The average percent is therefore:

$$\frac{39+58+51+71+63+31+48+57}{8} = \frac{418}{8} = 52.25$$

Percentages have been rounded to the nearest tenth. The same procedure applies to all the other attitude variables. For further reference, see Appendix L Table XVIII.

TABLE IV
REACTIONS TO THE SEVEN ATTITUDE VARIABLES
IN TERMS OF AVERAGE PERCENTAGES

ATTITUDE VARIABLES	REACTIONS IN PERCENT					RESPONDENTS IN PERCENT
	5	4	3	2	1	
1	52	27	2	9	10	343
2	49	29	2	9	11	341
3	36	33	4	15	12	343
4	31	33	1	22	13	349
5	45	31	4	11	9	351
6	30	35	3	18	14	334
7	36	32	3	15	14	348

KEY

- ATTITUDE VARIABLE 1 = Students' Attitudes Towards the LEFL.
 ATTITUDE VARIABLE 2 = Students' Attitudes Towards Their English Teacher.
 ATTITUDE VARIABLE 3 = Students' Attitudes Towards Their 11th Grade English Textbook.
 ATTITUDE VARIABLE 4 = Students' Language Preferences.
 ATTITUDE VARIABLE 5 = Parents' Attitudes Towards the LEFL by Their Children.
 ATTITUDE VARIABLE 6 = Peer Groups' Attitudes Towards English.
 ATTITUDE VARIABLE 7 = Social Attitudes Towards English.

4.5.2 Test for Proportion of Reactions to the Seven Attitude Variables

To test the proportion of the reactions to the seven attitude variables, a z-test was used. z-test, rather than t-test, was used because the sample size is more than 30. Before doing the analysis of reactions by z-test, the average percentages of all the reactions under "Strongly Agree", "Agree", "No Opinion", "Disagree", and "Strongly Disagree" were computed. Attitude variable No. 1, "Students' Attitudes Towards the LEFL", was taken as a point of reference for two reasons. (See p 33, Paragraph 4)

Firstly, it is the core of the study and all conclusions and recommendations of the study depend on it and secondly, the scores of this attitude variable are the highest of all the scores of the attitude variables investigated.

As one can see from Table IV on page 46, the average percentage of the reactions to the seven attitude variables and those who answered under "strongly agree" from 1-7 are: 52, 49, 36, 31, 45, 30 and 36, respectively.

To test whether or not there is a significant difference in reactions, and therefore, in attitudes, a z-test was employed and here are the results.

A comparison of attitude variables 1 and 2, that is, "Students' Attitude Towards the LEFL" and "Students' Attitudes Towards their English Teacher", shows that the students like their subject more than their English teacher. However, the difference in reaction to both attitude variables is not that significant.

A comparison of attitude variable 1 with 3, "Students' Attitudes Towards the 11th Grade English Textbook" clearly indicates that there is a significant difference. That is, the students are more in favour of the subject than the English textbook. A comparison of attitude variable 1 with 4, "Students' Language Preferences in Different Situations", also indicates that there is a significant difference. It seems that the respondents use English less frequently in the four situations - reading newspapers, listening to everyday radio programmes, speaking with their friends, and writing to their friends. The result of the comparison of attitude variable 1 with 5, "Parents' Attitudes Towards the LEFL by their Children", indicates that parents have a favourable attitude towards English. The difference in result between attitude variables, 1 and 5 is not that significant. Peer groups' attitudes and social attitudes towards English, however, seem to be a bit unfavourable in comparison with that of the parents. In terms of degrees of preference towards English, parents come first, then the society, and finally the peer groups. Table V shows a summary of the results of the z test. Since the level of significance applied is .05, all the values greater than 1.96 are significantly different from that of attitude variable one.

TABLE V
TEST FOR PROPORTION OF REACTIONS TO THE
SEVEN ATTITUDE VARIABLES

PROPORTION	RESULT
1vs.2	0.80
1vs.3	4.44
1vs.4	5.55
1vs.5	1.62
1vs.6	5.83
1vs.7	4.16

To examine if the students' age, sex, father's educational level, mother's educational level, and religious affiliations affect their attitudes towards the LEFL, the mean of each statement the standard deviation indicating the diversity of opinion in every school and sub group (See pp. 30-33), and coefficient of variance (C.V), indicating whether or not the data are consistent, were computed (Note that the formula for C.V is $\frac{S}{\bar{x}} \times 100$, where "S" stands for standard deviation and " \bar{x} " for mean). The result indicate:

1. that in contrast to Anderson's findings, males seem to have a more favourable attitude towards the LEFL than females;
2. that those whose fathers' educational level is below the twelfth grade show a more positive attitude towards the LEFL than those whose fathers' educational level is above 12;
3. that those whose mothers' educational level is below the twelfth grade show a more positive attitude than those whose mothers' educational level is above 12;
4. that respondents whose ages are between 14 to 17 seem to show a more positive attitude towards the LEFL than those whose ages are 18 years and above; and
5. that Moslems show a more favourable attitude towards the LEFL than Christians.

Table VI summarizes this.

TABLE VI

POOLED MEAN, STANDARD DEVIATION AND COEFFICIENT OF VARIANCE OF RESPONSES BY SEX, AGE, FATHER'S EDUCATIONAL LEVEL, MOTHER'S EDUCATIONAL LEVEL, AND RELIGIOUS AFFILIATIONS

POOLED MEAN, STANDARD DEVIATION AND COEFFICIENT OF VARIANCE	SEX		AGE		FEL		MEL		RELIGIOUS AFFILIATIONS	
	M	F	14-17	18 ⁺	<12	12 ⁺	<12	12 ⁺	CHR	MOS
1. POOLED MEAN	4.03	3.67	3.95	3.74	3.83	3.82	3.79	3.57	3.71	3.81
2. STANDARD DEVIATION	1.16	1.46	1.28	1.44	1.39	1.35	1.41	1.39	1.42	1.31
3. COEFFICIENT OF VARIANCE IN PERCENT	28.78	39.78	32.40	40.33	36.29	35.34	37.20	38.39	38.27	34.38

KEY

- | | |
|-------------------------------------|---------------------|
| 1. FEL - Father's Educational Level | 3. CHR - Christians |
| 2. MEL - Mother's Educational Level | 4. MOS - Moslems |

4.6 Distributions of Responses by School In Terms of Mean, Standard Deviation and Coefficient of Variance

To examine if there is a significant difference in attitude among the respondents in the schools, the average mean, standard deviation, and coefficient of variance were also calculated by school. The results indicate that in terms of degree of positive attitude the schools can be listed in the following manner (See the pooled mean of every school)

1. Technical Secondary School,
2. Misrak Comprehensive Secondary School,
3. General Wingate Comprehensive Secondary School,
4. Ethiopia Tikdem No. 1 Secondary School, and
5. Menelik II Comprehensive Secondary School.

(For more details refer to Appendix L)

Table VII Summarizes this in the following way:

TABLE VII
 POOLED MEAN, STANDARD DEVIATION AND
 COEFFICIENT OF VARIANCE BY
 SCHOOL

S C H O O L S	POOLED MEAN	STANDARD DEVIATION	COEFFICIENT OF VARIANCE
1. Ethiopia Tikdem No.1 Secondary School	3.56	1.38	34.92
2. General Wingate Comp. Secondary School	3.78	1.32	34.92
3. Menelik II Comp. Secondary School	3.51	1.57	44.72
4. Misrak Comp. Secondary School	4.02	1.36	33.83
5. Technical Secondary School	4.26	1.03	24.17

CHAPTER V
SUMMARY OF FINDINGS CONCLUSIONS, AND
RECOMMENDATIONS

This study has investigated the current attitudes of 11th grade students towards the learning of English as a foreign language, LEFL, in five selected government secondary schools in Addis Ababa enrolled in the academic year 1985-86. Data was gathered through the use of questionnaires that were all responded to by all the respondents.

The respondents' reactions to every statement were analyzed and their attitudes identified using the Language Attitude Scale (LAS). Besides the 353 respondents have been grouped by age, sex, father's educational level, mother's educational level, and religious affiliations. These group factors were cross-compared against the attitude variables to see if the former affect the respondents' attitude. Moreover, the students' responses have been analyzed by school. In all cases, the mean for every statement and the pooled mean for every sub-group and every school were calculated. The standard deviation and the coefficient of variance of every school and every sub-group were also computed. In addition, to test the proportion and significance of difference in reactions in the seven attitude variables, a test of proportion was made and a z-value computed at a significance level of $\alpha = .05$. Attitude Variable no. 1, "Students' Attitudes Towards the Learning of English as a Foreign Language (LEFL)" was taken as a point of reference. The rest of the attitude variables were compared against this and discussed.

The following represent some of the most significant findings of the study.

5.1 Respondents' Attitudes in General

The respondents' reactions to the statements show:

1. that, all in all, their attitudes towards the LEFL is positive;
2. that they like the native speakers of English;
3. that they like to learn English;
4. that they want to learn English because they want to pass the Ethiopian School Leaving Certificate Examination (ESLCE);
5. that they would like English to continue as a medium of instruction in the high school,
6. that their English teachers get them interested in the subject;
7. that their English teachers make good use of examples and illustrations;
8. that their English teachers regularly come to school for class teaching;
9. that their English teachers give them homework;
10. that their English teachers correct the homework they give to their students;
11. that the passages in the 11th grade English textbook are interesting to them;
12. that the words in the 11th grade English textbook are easy enough to be understood by them;
13. that their English language use and preferences are situation-bound;

14. that their parents encourage them to learn English;
15. that their friends do not mind if the respondents speak in English;
16. that the respondents' friends prefer English to Amharic when they listen to the everyday radio programmes;
17. that the people whom the respondents frequently contact with do not mind if the respondents speak in English; and
18. that the people whom the respondents frequently contact with think that studying English is important.

This is the general picture of the findings. If one examines the results further, however, one would observe:

1. that the words in the 11th grade English textbook are difficult for 44% of the respondents;
2. that 41% of the respondents' peer groups prefer Amharic to English when they listen to the everyday radio programmes;
3. that 39% of the respondents do not write to their friends in English;
4. that 38% of the people whom the respondents frequently contact with do not approve of the respondents' English language use;
5. that 37% of the respondents do not read the daily newspaper written in English;
6. that 36% of the respondents report that their English teachers are boring when they teach the subject;
7. that 31% of the respondents do not listen to the everyday radio programmes;
8. that 30% of the respondents do not use English in their everyday conversation in and outside the classroom;

9. that 29% of the respondents feel that their English teachers do not make good use of examples and illustrations;
10. that 29% of the respondents feel that the people whom they frequently come in contact with think that learning English is not important;
11. that 28% of the respondents report that their peer groups do not approve of the respondents' English language use;
12. that 27% of the respondents report that their parents do not encourage them to learn English;
13. that 25% of the respondents report that their English teachers do not correct the assignments they give to their students;
14. that 24% of the respondents feel that the passages in the 11th grade English textbook are not interesting to them; and
15. that 22% of the respondents report that their English teachers are frequently absent from class. For the raw scores and for further information concerning the respondents' responses, refer to Appendix L, Table XVIII.

Respondents' Attitudes by Sex, Age, Father's Educational Level, Mother's Educational Level, and Religious Affiliations

The distribution of respondents' reactions to the different statements show:

1. that the attitude of the males towards the LEFL is more positive than that of the females;
2. that those who are between the ages of 14 to 17 years have a more positive attitude towards the LEFL than those who are eighteen years and above;

3. that those whose fathers' educational level is below the twelfth grade show a more positive attitude to the LEFL than those whose fathers' educational level is above the twelfth grade;
4. that the responses of the respondents whose mothers' educational level is below the twelfth grade indicate that their attitudes towards the LEFL is more positive than that of those whose mothers' educational level is above the twelfth grade; and
5. that Moslems have a more positive attitude towards the LEFL than Christians.

Distribution of Responses by School

Inter-school comparison of responses was also made. The results indicate that in terms of degree of positive attitude Technical Secondary School comes first, followed by Misrak Comprehensive, General Wingate, Ethiopia Tikdem No.1, and Menelik II Comprehensive Secondary School.

The pooled mean of the results was taken as a point of comparison in every case.

Results of the Test of Proportion

The Z-values computed indicate:

1. that the students like their subject more than their English teacher and their 11th grade English textbook;
2. that they like their English teacher more than their 11th grade English textbook;
3. that the respondents' parents show a more positive attitude towards English than those of the respondents' peer groups and the society; and

4. that the respondents' peer groups have a more favourable attitude towards English than the other members of the society, who are neither the respondents' parents nor their peer groups.

5.2 Conclusions

Attitudinal study is rather a difficult task. However, with the researcher's strenuous effort, the study has proved successful. With a sound awareness of the limitations of an attitudinal study, the following conclusions based on the findings are made:

1. as a whole, there is no attitudinal problem on the part of the 11th grade students towards the Learning of English as a Foreign Language (LEFL). Their attitude is positive;
2. that English should continue as a medium of instruction in the high school; and
3. that the popular feeling that the standard of English is deteriorating in the high school should not be attributed to attitudinal problems.

Comparisons of these findings with previous similar studies on pre-revolutionary Ethiopian secondary school students' attitudes towards English indicate a considerable degree of stability in language attitudes despite the rapid social change which has occurred.

5.3 Recommendations

On the basis of the findings, the following recommendations are made.

As responses to statements 4.1 to 4.4 (See Appendix L, Table XVIII) show, a good number of the respondents report that they do not use English in their everyday activities. It is recommended, therefore, high schools

devise means of initiating students to use and exercise the language in class and also outside of the class by encouraging extra-curricular activities.

5.3.1 Recommendations Concerning English Teachers

In response to questions on the students' attitudes towards their English teachers, a significant number of the respondents report that their English teachers are boring when they teach the subject; that they do not make good use of examples and illustrations; that they do not give them homework; that they do not correct the homework they give them; and that they frequently become absent from class. This is a clue that there is some kind of problem with the quality of teachers. This has to be studied intensively. Besides, the Ministry of Education should devise means whereby English teachers could improve their qualifications, for example, by organizing seminars, qualification improvement workshops, and in-service programmes.

5.3.2 Recommendations Concerning 11th Grade English Textbook

The findings indicate that the vocabulary in the 11th grade English textbook is difficult to 44% of the respondents. Besides, 24% of them report that the passages in the 11th grade textbook are not interesting. This also show that there is a problem with respect to the 11th grade English textbook. Therefore, to minimize these problems, an intensive research has to be carried out on preparing appropriate textbooks.

Finally, this study has attempted to provide background information on English language use and attitudes of learners towards the LEFL which can help policy makers in formulating policy concerning English as a foreign language. It is hoped that policy makers take these findings into consideration when formulating policies regarding foreign languages; particularly English.

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APPENDIX A

ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
GRADUATE STUDIES PROGRAMME

QUESTIONNAIRE: THE ATTITUDES OF 11th GRADE
STUDENTS TOWARDS THE LEARNING OF ENGLISH AS
A FOREIGN LANGUAGE IN FIVE SELECTED GOVERN-
MENT SECONDARY SCHOOLS IN ADDIS ABABA.

ADDIS ABABA
April, 1986

APPENDIX A

A LITTLE ABOUT YOURSELF!

DIRECTION - 1. Please mark with a tick (✓) throughout except when the question requires written responses.

DO NOT WRITE YOUR NAMES!!!

1. Name of School _____
2. Age: 14-15____, 16-17____, 18-19____, 20 and above____.
3. Sex: Male____, Female____,
4. Place of birth_____
5. If any, father's occupation_____
6. If any, mother's occupation_____
7. Father's educational level:
 - 7.1 - Illiterate_____
 - 7.2 - Sixth grade complete_____.
 - 7.3 - Eighth grade complete_____.
 - 7.4 - Twelfth grade complete_____.
 - 7.5 - Diploma holder_____.
 - 7.6 - Degree holder (1st____, 2nd____, 3rd____ Degrees).
 - 7.7 - If others, specify_____.
8. Mother's educational level:
 - 8.1 - Illiterate_____.
 - 8.2 - Sixth grade complete_____.
 - 8.3 - Eighth grade complete_____.
 - 8.4 - Twelfth grade complete_____.
 - 8.5 - Diploma holder_____.
 - 8.6 - Degree holder (1st____, 2nd____, 3rd____ Degree).
 - 8.7 - If others, specify_____.

9. Father's religion;

9.1 - Christian_____.

9.2 - Moslem_____.

9.3 - If others, specify_____.

10. Mother's religion:

10.1 - Christian_____.

10.2 - Moslem_____.

10.3 - If others, specify_____.

11. Your religion;

11.1 - Christian_____.

11.2 - Moslem_____.

11.3 - If others, specify_____.

DIRECTION - 2. On the following pages, mark with a tick (✓) what your opinion is with respect to every question in ONLY one of the five spaces.

_____ STRONGLY AGREE, AGREE, NO OPINION, DISAGREE,
or STRONGLY DISAGREE.

Let us see one example: Most children do not like their brothers.

1. If you strongly agree to the statement, mark with a tick (✓) the first space - STRONGLY AGREE.
2. If you agree to the statement but not strongly, mark with a tick (✓) the second space - AGREE.
3. If you have no opinion, mark with a tick (✓) the third space - NO OPINION.
4. If you do not agree to the statement, mark with a tick (✓) the fourth space - DISAGREE.
5. If you do not agree to it but strongly, mark with a tick (✓) the fifth space - STRONGLY DISAGREE.

IF YOU ARE NOT CERTAIN ABOUT ANY STATEMENT PLEASE ASK.

AND NOW WE START!

1. <u>STUDENTS' ATTITUDES TOWARDS THE LEARNING OF ENGLISH AS A FOREIGN LANGUAGE.</u>	STRONGLY ADREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
	1.1 I like the native speakers of English the Americans, the British, the Canadians....				
1.2 I do not like the native speakers of English the Americans, the British, the Canadians...					
1.3 I like to learn English.					
1.4 I do not like to learn English.					
1.5 I want to learn English because I want to listen to the radio programmes of the Voice of America (VOA) and the British Broadcasting Corporation (BBC).					
1.6 I want to learn English because I want to pass the Ethiopian School Leaving Certificate Examination (ESLCE)					
1.7 I would like English to continue as a language through which other subjects are taught in the high school.					
1.8 I would like Amharic to replace English and be used as a language through which the other subjects are taught in the high school.					
2. <u>STUDENTS' ATTITUDES TOWARDS THE ENGLISH TEACHER.</u>					
2.1 Our English teacher gets me interested in the subject.					
2.2 Our English teacher is boring when he teaches the subject.					
2.3 Our English teacher makes good use of examples and illustrations.					

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
2.4 Our English teacher does not make good use of examples and illustrations.					
2.5 Our English teacher appears regularly for class teaching.					
2.6 Our English teacher is frequently absent from class.					
2.7 Our English teacher gives us homework.					
2.8 Our English teacher does not give us homework.					
2.9 Our English teacher does not correct our homework.					
2.10 Our English teacher corrects our homework.					
3. <u>STUDENTS' ATTITUDES TOWARDS THE ELEVENTH GRADE ENGLISH TEXTBOOK</u>					
3.1 The passages in our eleventh grade English textbook are interesting to me.					
3.2 The passages in our eleventh grade English textbook are not interesting to me.					
3.3 The words in the passages of our eleventh grade English textbook are difficult.					
3.4 The words in the passages of our eleventh grade English textbook are easy enough to be understood.					

4. <u>STUDENTS' LANGUAGE PREFERENCES IN DIFFERENT SITUATIONS</u>	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
4.1 When I read the daily newspaper, I prefer to read it in English.					
4.2 When I listen to the everyday radio programmes, I prefer to listen to it in English.					
4.3 When I speak with my friends in and outside the classroom, I prefer to speak in English.					
4.4 When I write to my friends, I prefer to write in English.					
5. <u>PARENTS' ATTITUDES TOWARDS THE LEARNING OF ENGLISH AS A FOREIGN LANGUAGE BY THEIR CHILDREN.</u>					
5.1 My parents encourage me to learn English.					
5.2 My parents do not encourage me to learn English and insult me using such words as "agul ferenj" when they hear me speak in English					
6. <u>PEER GROUPS' ATTITUDES TOWARDS ENGLISH.</u>					
6.1 My friends do not mind me if I speak in English					
6.2 My friends do not approve of my English language use and insult me using such words as "agul ferenj"					
6.3 My friends prefer English to Amharic for listening to radio programmes.					

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
6.4 My friends prefer Amharic to English for listening to radio programmes.					
<u>7. SOCIAL ATTITUDES TOWARDS ENGLISH.</u>					
7.1 Our people do not mind if we speak in English.					
7.2 Our people do not approve of our English language use and insult us using such words as "agul ferenjoch"					
7.3 Our people feel that it is important to study English.					
7.4 Our people think that studying English is not important.					

THANK YOU VERY MUCH !!!

TABLE IX
DISTRIBUTION OF RESPONDENTS BY AGE,
IN TERMS OF FREQUENCY AND
PERCENTAGES

Ques.	14 - 17													18+												
	5		4		3		2		1		Total	Mean	5		4		3		2		1		Total	Mean		
	*1	2	3	4	5	*1	2	3	4	5			*1	2	3	4	5									
1.1	152	58	85	32	0	0	10	4	17	6	264	100	4.31	47	59	17	22	0	0	4	5	11	14	79	100	4.08
*1.2	25	9	19	7	7	3	84	32	129	49	264	100	4.03	10	12	10	12	1	1	16	20	43	55	77	100	4.05
1.3	189	72	54	21	0	0	6	2	13	5	262	100	4.53	52	65	19	24	1	1	2	3	6	7	80	100	4.41
1.4	23	9	15	5	5	2	57	22	162	62	262	100	4.22	3	4	6	8	4	5	13	18	48	65	74	100	4.20
1.5	97	36	66	25	9	3	58	22	36	14	266	100	3.49	18	22	32	40	3	4	7	9	20	25	80	100	3.26*
1.6	127	48	86	32	2	1	25	9	27	10	267	100	3.98	37	48	14	18	1	1	11	14	15	19	78	100	3.60
1.7	148	56	67	25	7	3	18	7	24	9	264	100	4.13	47	58	19	23	0	0	4	5	11	14	81	100	4.07
1.8	36	13	42	16	8	3	73	28	105	40	264	100	3.64	13	17	10	13	5	6	22	28	28	36	78	100	3.54
2.1	132	51	94	36	1	0	13	5	21	8	261	100	4.16	48	60	21	26	0	0	4	6	7	9	80	100	4.24
*2.2	14	6	45	19	9	4	62	26	104	45	234	100	3.84	10	10	11	11	1	1	36	37	40	41	98	100	3.87
2.3	118	46	83	33	4	2	17	7	32	12	254	100	3.94	39	49	19	24	1	1	7	9	14	17	80	100	3.76
*2.4	37	14	33	12	11	4	74	28	110	42	265	100	3.71	14	18	12	15	0	0	28	34	26	33	80	100	3.50
2.5	137	51	87	32	7	2	18	7	22	8	271	100	4.10	36	57	20	32	0	0	4	6	3	5	63	100	4.50
*2.6	28	10	27	10	11	4	63	24	139	52	268	100	3.96	12	16	8	11	4	5	17	23	33	45	74	100	3.69
2.7	170	63	72	27	4	2	10	3	13	5	269	100	4.40	44	56	23	29	0	0	5	6	7	9	79	100	4.17
*2.8	20	7	10	4	7	3	85	32	143	54	265	100	4.21	13	16	8	10	1	1	20	26	37	47	79	100	3.76
*2.9	34	13	33	12	9	4	69	26	122	45	271	100	3.74	8	11	6	9	0	0	23	32	34	48	71	100	3.97
2.10	152	57	76	28	2	0	19	7	20	8	269	100	4.19	44	56	19	24	2	2	6	8	8	10	79	100	4.08
3.1	125	47	102	38	4	2	14	5	21	8	266	100	4.11	35	44	31	39	2	2	7	9	5	6	80	100	4.05
*3.2	31	12	28	11	8	3	80	30	115	44	263	100	3.83	11	14	12	15	7	8	19	24	31	39	80	100	3.59
*3.3	41	16	74	28	9	3	74	28	66	25	264	100	3.19	9	13	17	25	2	3	15	22	25	37	68	100	3.44
3.4	79	29	106	40	6	2	46	17	32	12	269	100	3.57	27	34	32	40	4	5	8	10	9	11	80	100	3.75
4.1	81	30	87	32	3	1	56	21	42	16	269	100	3.41	26	33	23	29	0	0	29	36	2	2	80	100	3.53
4.2	90	34	98	36	3	1	50	29	27	10	268	100	3.65	19	23	28	35	2	2	20	25	12	15	81	100	3.27
4.3	97	36	96	36	2	0	45	17	30	11	270	100	3.69	23	28	26	32	2	2	20	25	10	13	81	100	3.40
4.4	82	31	86	32	4	1	59	22	37	14	268	100	3.44	23	29	18	23	1	1	21	26	17	21	80	100	3.11
5.1	123	45	103	38	5	2	19	7	23	8	273	100	4.04	40	50	23	28	4	5	8	10	5	7	80	100	4.06
*5.2	28	10	37	14	14	4	73	28	115	4	267	100	3.79	9	11	13	16	4	5	20	25	35	43	81	100	3.73
6.1	89	33	109	41	3	1	32	12	34	13	267	100	3.70	27	34	33	41	2	3	11	14	7	8	80	100	3.78
*6.2	35	13	36	13	7	3	89	33	103	38	270	100	3.70	13	16	14	17	2	3	27	34	24	30	80	100	3.44
6.3	85	32	109	41	2	0	47	18	25	9	268	100	3.68	22	28	32	40	3	4	13	16	10	12	80	100	3.54
*6.4	37	17	57	25	11	5	65	29	54	2	224	100	3.19	12	18	12	18	1	1	25	37	18	26	68	100	3.37
7.1	81	30	100	37	8	3	41	15	39	15	269	100	3.53	23	28	32	40	2	2	13	16	11	14	81	100	3.53
*7.2	46	18	57	22	11	4	67	25	84	31	265	100	3.33	15	18	14	17	3	4	30	36	21	25	83	100	3.34
7.3	113	43	97	37	2	1	27	10	22	9	261	100	3.67	35	42	27	33	0	0	15	18	6	7	83	100	3.84
*7.4	37	13	39	15	9	4	73	27	110	41	268	100	3.67	13	16	12	15	4	5	23	28	29	36	81	100	3.53

N.B. Percentages have been rounded to the nearest tenth

TABLE X
DISTRIBUTION OF RESPONDENTS BY FATHER'S
EDUCATIONAL LEVEL IN TERMS OF FREQUENCY
AND PERCENTAGES

Ques.	<12													12 ⁺												
	5		4		3		2		1		Total		Mean	5		4		3		2		1		Total		Mean
	*1	2	*1	2	*1	2	*1	2	*1	2	Fr	%		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	
1.1	170	57	93	31	0	0	13	4	23	8	299	100	4.25	29	66	9	21	0	0	1	2	5	11	44	100	4.27
*1.2	30	10	24	8	7	2	85	29	149	51	295	100	4.01	4	9	4	9	0	0	1	2	5	11	44	100	4.27
1.3	205	70	67	23	1	0	7	2	16	5	296	100	4.48	36	78	6	13	0	0	1	2	3	7	46	100	4.07
*1.4	24	8	17	6	9	3	61	21	183	62	294	100	4.23	2	5	4	10	0	0	9	21	27	64	42	100	4.54
1.5	101	33	104	35	10	3	47	16	38	13	300	100	3.61	14	31	14	31	2	4	8	17	8	17	46	100	4.31
1.6	142	48	86	29	1	0	34	11	37	12	300	100	3.87	22	48	14	31	2	5	2	5	5	11	45	100	3.39
1.7	166	56	77	26	6	1	21	7	29	10	299	100	4.10	29	63	9	20	1	2	1	2	6	13	46	100	4.02
*1.8	49	16	42	14	12	4	87	29	109	37	299	100	3.55	0	0	10	23	1	2	8	19	24	56	43	100	4.17
2.1	159	54	99	33	1	0	14	5	23	8	296	100	4.21	22	47	16	34	1	1	3	7	5	11	47	100	4.09
*2.2	55	19	53	18	9	3	64	22	108	38	289	100	3.40	7	16	5	12	1	1	14	33	16	38	43	100	4.00
2.3	133	46	91	31	4	1	22	8	41	14	291	100	3.87	24	56	11	26	1	2	2	4	5	11	43	100	3.63
*2.4	43	14	40	13	13	5	90	30	113	38	303	100	3.59	8	17	5	11	4	9	10	22	19	41	46	100	4.09
2.5	148	51	88	31	7	2	22	8	24	8	289	100	4.09	26	58	10	22	1	2	3	7	5	11	45	100	3.59
*2.6	35	12	31	10	14	5	71	24	146	49	297	100	3.88	5	11	4	9	1	2	9	20	26	58	45	100	4.09
2.7	184	61	88	29	4	1	13	4	16	5	302	100	4.35	30	65	10	22	0	0	2	4	4	9	46	100	4.04
*2.8	27	9	16	5	7	2	95	32	155	52	300	100	4.12	6	14	2	4	1	2	10	23	25	57	44	100	4.39
*2.9	39	13	36	12	9	3	84	28	130	40	298	100	3.77	4	9	6	14	1	2	8	18	25	57	44	100	4.05
2.10	168	56	89	29	3	1	19	6	23	8	302	100	4.19	28	61	6	13	1	2	6	13	5	11	46	100	4.00
3.1	143	48	114	38	5	2	16	5	20	7	298	100	4.15	18	37	18	37	1	2	5	11	6	13	48	100	4.00
*3.2	39	13	34	11	14	5	83	28	128	43	298	100	3.76	3	7	6	13	2	4	16	36	18	40	45	100	3.77
*3.3	41	15	84	29	15	6	72	25	72	25	284	100	3.12	3	7	14	32	0	0	17	40	9	21	43	100	3.89
3.4	92	31	121	40	8	3	46	15	36	12	303	100	3.62	14	30	17	37	2	4	8	17	5	11	46	100	3.35
4.1	91	30	98	32	0	0	75	25	39	13	303	100	3.42	16	35	12	26	3	7	5	11	10	21	46	100	3.59
4.2	98	33	106	35	4	1	61	20	34	11	303	100	3.57	11	24	20	43	1	2	9	20	5	11	46	100	3.41
4.3	107	35	107	35	3	1	56	18	32	11	305	100	3.66	13	28	15	33	1	2	9	20	5	11	46	100	3.50
4.4	90	30	94	31	4	1	68	23	46	15	302	100	3.38	15	33	10	22	1	2	12	26	8	17	46	100	3.35
5.1	140	46	114	37	9	3	23	7	21	7	307	100	4.07	23	50	12	26	0	0	4	9	7	15	46	100	3.26
*5.2	35	12	43	14	16	5	86	29	122	40	302	100	3.72	52	4	4	9	2	4	7	15	31	68	46	100	4.33
6.1	110	37	130	43	4	1	37	12	20	7	301	100	3.91	18	39	11	25	2	4	7	15	8	17	46	100	3.52
*6.2	42	14	38	12	8	3	110	36	106	35	304	100	3.66	6	13	12	26	1	2	6	13	21	46	46	100	3.52
6.3	83	28	105	36	12	4	59	19	37	13	296	100	3.47	14	27	16	31	3	6	11	21	8	15	52	100	3.33
*6.4	42	16	61	24	9	4	79	31	63	25	254	100	3.24	7	18	8	21	3	8	11	29	9	24	38	100	3.18
7.1	94	31	117	39	6	2	44	14	43	14	304	100	3.58	10	22	15	33	4	8	10	22	7	15	46	100	3.18
*7.2	51	17	63	21	12	4	82	27	94	31	302	100	3.35	10	22	8	17	2	4	15	33	11	24	46	100	3.24
7.3	130	44	106	36	0	0	37	12	25	8	298	100	3.94	18	39	18	39	2	4	5	11	3	7	46	100	3.20
*7.4	49	16	44	15	10	3	80	26	121	40	304	100	3.59	3	7	7	15	3	7	14	31	18	40	45	100	3.82

N.B Percentages have been rounded to the nearest tenth.

DISTRIBUTION OF RESPONDENTS BY MOTHER'S
EDUCATIONAL LEVEL IN TERMS OF
FREQUENCY AND PERCENTAGE.

Ques.	<12													12 ⁺													
	5		4		3		2		1		Total		Mean	5		4		3		2		1		Total		Mean	
	*1	2	3	4	5	Fr	%	Fr	%	Fr	%	Fr		%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr		%
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		Fr
1.1	191	58	98	30	0	0	14	4	25	8	328	100	4.26	8	53	4	27	0	0	0	0	3	20	15	100	3.93	
*1.2	32	10	23	7	7	2	95	29	169	52	326	100	4.06	2	14	5	33	0	0	5	33	3	20	15	100	3.13	
1.3	233	71	68	21	1	0	8	2	19	6	327	100	4.54	8	62	5	38	0	0	0	0	0	0	13	100	4.61	
*1.4	26	8	19	6	9	3	68	21	204	62	323	100	4.28	4	29	2	14	0	0	2	14	6	43	14	100	3.28	
1.5	102	31	104	31	11	3	59	18	56	17	332	100	3.41	3	21	4	29	1	7	6	43	0	0	14	100	4.14	
1.6	159	48	94	28	2	0	34	10	41	14	330	100	3.89	5	33	6	40	1	7	2	13	1	7	15	100	3.80	
1.7	188	57	80	24	7	2	22	7	33	10	330	100	4.11	7	47	6	40	0	0	0	0	2	13	15	100	4.06	
*1.8	47	14	49	15	12	4	90	27	130	40	328	100	3.62	2	14	3	21	1	7	5	36	3	22	14	100	3.28	
2.1	174	53	110	33	3	0	16	5	26	9	329	100	4.18	6	43	5	36	0	0	1	7	2	14	14	100	4.5	
*2.2	60	19	55	17	10	3	71	23	120	38	316	100	3.43	2	13	3	19	0	0	7	44	4	24	16	100	3.5	
2.3	150	47	98	31	5	2	23	7	42	13	318	100	4.58	7	44	4	24	0	0	1	8	4	24	16	100	3.81	
*2.4	51	16	43	13	11	3	97	29	127	39	329	100	3.62	4	24	2	13	2	13	3	19	5	31	16	100	3.18	
2.5	169	53	90	28	8	3	25	8	27	8	319	100	4.09	5	33	8	53	0	0	0	0	2	14	15	100	3.93	
*2.6	38	12	34	10	13	4	72	20	164	54	327	100	3.81	2	14	1	7	2	14	2	14	8	51	15	100	3.86	
2.7	209	63	86	26	4	1	15	5	19	5	333	100	4.35	5	33	9	60	0	0	0	0	1	7	15	100	3.46	
*2.8	30	9	15	5	8	2	99	30	173	54	325	100	4.13	3	16	3	16	0	0	6	31	7	37	19	100	3.57	
*2.9	43	13	39	12	10	3	88	27	150	45	330	100	3.79	0	0	3	33	0	0	4	25	5	42	12	100	3.91	
2.10	196	59	89	26	4	1	25	7	25	7	333	100	4.42	6	40	6	40	0	0	0	0	3	20	15	100	3.8	
3.1	158	49	123	37	5	1	20	6	23	7	329	100	4.13	3	18	9	52	1	6	1	6	3	18	17	100	3.47	
*3.2	40	12	36	11	15	5	96	29	142	43	329	100	3.80	2	14	4	29	1	7	3	21	4	29	14	100	3.21	
*3.3	50	16	91	29	15	5	81	26	80	24	317	100	3.15	0	0	6	40	0	0	8	53	1	7	15	100	3.26	
3.4	106	32	130	39	9	3	50	15	40	11	335	100	3.63	0	0	8	57	1	7	4	29	1	7	14	100	3.14	
4.1	103	31	106	32	3	0	80	24	42	13	334	100	4.42	4	27	4	27	0	0	5	33	2	13	15	100	3.2	
4.2	107	32	122	36	5	1	63	19	38	12	335	100	3.58	2	14	4	29	0	0	7	50	1	7	14	100	2.92	
4.3	117	35	114	34	4	1	62	18	40	12	337	100	3.61	3	21	8	58	0	0	3	21	0	0	14	100	3.21	
4.4	123	37	109	33	11	3	39	12	51	15	333	100	3.64	2	13	5	33	1	7	4	26	3	21	15	100	2.93	
5.1	158	47	120	36	9	3	25	7	26	7	338	100	4.06	5	33	6	39	0	0	2	14	2	14	15	100	3.66	
*5.2	36	11	45	14	18	5	89	27	145	43	333	100	3.78	1	7	2	14	0	0	4	27	8	52	15	100	4.06	
6.1	113	34	137	41	5	1	38	11	39	13	332	100	4.06	3	21	5	33	0	0	5	33	2	13	15	100	3.13	
*6.2	47	14	49	15	9	3	109	32	122	36	336	100	3.62	1	7	1	7	0	0	7	50	5	36	14	100	4.00	
6.3	96	29	116	35	13	4	65	20	43	12	333	100	3.47	1	6	5	33	2	14	5	33	2	14	15	100	2.86	
*6.4	47	17	67	24	10	4	84	30	69	25	277	100	2.77	2	14	2	14	2	14	6	40	3	18	15	100	3.40	
7.1	113	33	122	35	9	3	53	15	48	14	345	100	3.57	1	20	0	0	1	20	1	20	2	40	5	100	2.80	
*7.2	60	18	69	21	13	4	94	28	97	19	333	100	3.26	1	7	2	14	1	7	3	21	8	51	15	100	4.00	
7.3	143	43	118	36	2	0	40	12	27	9	330	100	3.93	5	36	6	43	0	0	2	14	1	7	14	100	3.85	
*7.4	52	16	48	14	12	4	89	26	135	40	334	100	3.61	0	0	3	29	1	7	7	47	4	27	15	100	3.80	

N.B Percentages have been rounded to the nearest tenth.

TABLE XII
DISTRIBUTION OF RESPONDENTS BY
RELIGION IN TERMS OF
FREQUENCY AND PERCENTAGE

APPENDIX F

Ques.	CHRISTIAN													MOSLEM												
	5		4		3		2		1		Total	Mean	5		4		3		2		1		Total	Mean		
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%			Fr	%	Fr	%	Fr	%	Fr	%	Fr	%			Fr	%
1.1	188	57	99	30	0	0	14	5	27	8	328	100	4.24	11	73	3	20	0	0	0	0	1	7	15	100	4.53
*1.2	33	10	27	8	6	2	94	29	166	51	326	100	4.02	1	7	1	7	1	7	6	40	6	40	15	100	4.00
1.3	230	70	69	21	1	9	8	3	19	6	327	100	4.48	11	73	4	27	0	0	0	0	0	0	15	100	4.73
*1.4	24	7	21	7	8	3	65	20	203	63	321	100	4.25	2	13	0	0	1	7	5	33	7	47	15	100	4.00
1.5	100	30	101	30	12	4	63	19	55	17	331	100	3.39	5	33	7	47	0	0	2	13	1	7	15	100	3.87
1.6	156	47	96	29	3	1	33	10	42	13	330	100	3.88	8	53	4	27	0	0	3	20	0	0	15	100	4.13
1.7	185	56	83	25	7	2	21	7	34	10	330	100	4.10	10	66	3	20	0	0	1	7	1	7	15	100	4.33
*1.8	46	15	48	15	11	4	94	26	128	40	317	100	3.76	3	20	4	27	2	13	1	7	5	33	15	100	3.07
2.1	172	52	110	34	3	1	17	5	27	8	329	100	4.16	8	57	5	36	0	0	0	0	1	7	14	100	4.36
*2.2	62	19	57	18	8	2	73	23	120	38	320	100	3.41	0	0	1	8	2	17	5	42	4	33	12	100	4.00
2.3	149	46	98	30	5	2	24	8	45	14	321	100	3.88	8	61	4	31	0	0	0	0	1	8	13	100	4.39
*2.4	51	15	45	14	13	4	93	28	128	39	330	100	3.61	4	27	0	0	0	0	7	46	4	27	15	100	3.47
2.5	168	53	90	28	8	2	25	8	28	9	319	100	4.08	6	40	8	53	0	0	0	0	1	7	15	100	4.20
*2.6	38	12	34	10	15	5	72	21	169	52	328	100	3.92	2	14	1	7	0	0	8	57	3	22	14	100	3.64
2.7	205	62	90	27	4	1	14	4	20	6	333	100	4.34	9	60	5	33	0	0	1	7	0	0	15	100	4.47
*2.8	31	9	16	5	7	2	101	31	174	53	329	100	4.13	2	13	2	13	1	7	4	27	6	40	15	100	3.67
*2.9	41	13	39	12	10	3	88	27	149	45	329	100	3.79	2	13	3	20	0	0	4	27	6	40	15	100	3.60
2.10	185	56	93	28	3	1	25	7	27	8	333	100	4.15	11	73	2	13	1	7	0	0	1	7	15	100	4.47
3.1	156	47	125	38	6	2	18	5	26	8	331	100	4.11	5	33	7	47	0	0	3	20	0	0	15	100	3.93
*3.2	41	12	40	12	15	5	91	28	142	43	329	100	3.77	1	7	0	0	1	7	8	57	4	29	14	100	4.00
*3.3	47	15	93	29	13	4	84	27	80	25	317	100	3.18	3	20	4	27	2	13	5	33	1	7	15	100	2.80
3.4	104	31	129	38	10	3	51	15	40	12	334	100	3.62	2	13	9	60	0	0	3	20	1	7	15	100	3.53
4.1	102	30	103	31	3	1	83	25	43	13	334	100	3.41	5	33	7	47	0	0	2	13	1	7	15	100	4.00
4.2	163	49	126	38	5	2	2	0	38	11	334	100	4.12	6	40	3	20	0	0	5	33	1	7	15	100	3.53
4.3	118	35	114	34	4	1	62	19	38	11	336	100	3.63	2	13	8	56	0	0	3	20	2	13	15	100	3.33
4.4	100	30	100	30	5	1	75	23	53	16	333	100	3.36	5	33	4	27	0	0	5	33	1	7	15	100	3.47
*5.1	158	47	119	35	7	2	2	8	28	8	338	100	4.04	5	33	7	47	2	13	1	7	0	0	15	100	4.07
5.2	36	11	43	13	16	5	90	27	148	44	333	100	3.81	1	7	4	27	2	13	3	20	5	33	15	100	3.47
6.1	113	34	131	39	5	2	43	13	40	12	332	100	3.71	3	20	11	73	0	0	0	0	1	7	15	100	4.00
*6.2	43	13	50	15	7	2	109	32	126	38	335	100	3.67	5	33	0	0	2	13	7	47	1	7	15	100	2.93
6.3	93	28	114	34	14	4	68	21	44	13	333	100	3.43	4	27	7	46	1	7	2	13	1	7	15	100	3.73
*6.4	47	17	67	24	11	4	85	31	68	24	278	100	3.22	2	14	2	14	1	7	5	36	4	29	14	100	3.50
7.1	100	30	126	38	10	3	51	15	48	14	335	100	3.53	4	27	6	40	0	0	3	20	2	13	15	100	3.47
*7.2	57	17	68	20	13	4	93	28	102	31	333	100	3.35	4	27	3	20	1	6	4	27	3	20	15	100	2.93
7.3	142	43	120	37	2	1	37	11	28	8	329	100	3.95	6	40	4	27	0	0	5	33	0	0	15	100	3.73
*7.4	52	15	49	15	13	4	87	26	133	40	334	100	3.60	0	0	2	13	0	0	7	47	6	40	15	100	4.13

N.B. The Percentages have been rounded to the nearest tenth

TABLE XIII
ETHIOPIA TIKDEM SECONDARY SCHOOL, DISTRIBUTION
OF RESPONDENTS IN TERMS OF FREQUENCY
AND PERCENTAGES

Ques.	5		4		3		2		1		Total		Mean
	*1		2		3		4		5				
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	
1.1	31	65	10	21	0	0	4	8	3	6	48	100	4.29
*1.2	3	6	8	17	1	2	11	24	24	51	47	100	3.96
1.3	32	67	12	25	0	0	2	4	2	4	48	100	4.53
*1.4	2	4	6	13	1	2	4	9	32	72	45	100	4.29
1.5	6	12	10	21	4	8	17	36	11	23	48	100	2.65
1.6	14	29	9	19	1	2	16	33	8	17	48	100	3.10
1.7	25	51	14	29	2	4	3	6	5	10	49	100	4.04
*1.8	8	16	7	14	2	4	17	35	15	31	49	100	3.49
2.1	21	45	21	45	0	0	3	6	2	4	47	100	4.19
*2.2	6	13	2	4	1	2	21	45	16	36	45	100	3.93
2.3	15	33	17	27	0	0	3	6	11	24	46	100	3.48
*2.4	8	17	6	13	2	4	18	38	13	28	47	100	3.47
2.5	24	51	14	30	2	4	6	13	1	2	47	100	4.15
*2.6	6	13	5	11	4	8	10	21	22	47	47	100	3.79
2.7	24	49	17	35	2	4	1	2	5	10	49	100	4.10
*2.8	3	6	6	13	3	6	20	42	16	33	48	100	3.83
*2.9	6	12	8	16	2	4	23	47	10	21	49	100	3.47
2.10	21	44	23	48	0	0	1	2	3	6	48	100	4.21
3.1	19	40	24	50	1	2	3	6	1	2	48	100	4.19
*3.2	6	12	7	14	3	6	18	37	15	31	49	100	3.59
*3.3	13	28	15	31	1	2	13	28	5	11	47	100	2.62
3.4	12	25	23	48	2	4	9	19	2	4	48	100	3.71
4.1	8	16	16	33	1	2	22	45	2	4	49	100	3.12
4.2	2	4	20	41	0	0	20	41	7	14	49	100	2.80
4.3	13	26	16	33	0	0	16	33	4	8	49	100	3.37
4.4	5	10	9	18	1	2	21	44	12	25	48	100	2.46
5.1	26	53	12	24	4	8	5	11	2	4	49	100	4.12
*5.2	4	8	8	16	4	8	18	37	15	31	49	100	3.65
6.1	14	30	19	41	0	0	10	22	3	7	46	100	3.67
*6.2	3	6	6	12	1	2	28	57	11	23	49	100	3.78
6.3	11	22	10	21	1	2	21	43	6	12	49	100	2.98
*6.4	10	24	9	22	3	7	13	32	6	15	41	100	2.90
7.1	8	17	12	25	3	6	19	39	6	13	48	100	2.94
*7.2	9	18	15	31	1	2	21	33	3	6	49	100	2.88
7.3	20	41	17	35	0	0	11	22	1	2	49	100	3.90
*7.4	10	21	6	13	2	4	15	31	15	31	48	100	3.40

N.B. Percentages have been rounded to the nearest tenth

TABLE XIV
GENERAL WINGATE COMPREHENSIVE SECONDARY SCHOOL
DISTRIBUTION OF RESPONDENTS IN TERMS OF
FREQUENCY AND PERCENTAGES

Ques.	5		4		3		2		1		Total		Mean
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	
1.1	38	43	42	49	0	0	4	5	3	3	87	100	4.24
*1.2	5	6	10	11	1	1	39	46	32	36	87	100	3.95
1.3	44	49	37	42	1	1	4	5	3	3	89	100	4.29
*1.4	10	12	5	6	1	1	28	33	40	48	84	100	3.99
1.5	31	36	27	31	1	1	22	25	6	7	87	100	3.63
1.6	30	34	41	47	0	0	11	12	6	7	88	100	3.89
1.7	40	46	28	32	2	2	10	12	7	8	87	100	3.97
*1.8	9	10	18	21	0	0	32	36	29	33	88	100	3.61
2.1	33	39	38	45	0	0	6	7	8	9	85	100	3.97
*2.2	5	6	9	11	4	5	34	41	30	37	82	100	3.91
2.3	31	37	30	36	2	2	12	15	10	12	85	100	3.71
*2.4	14	16	14	16	2	2	31	35	28	31	89	100	3.51
2.5	32	37	37	43	2	2	9	10	7	8	87	100	3.90
*2.6	7	8	10	11	5	6	34	40	30	35	86	100	4.11
2.7	40	45	40	45	2	1	6	8	1	1	89	100	4.26
*2.8	10	11	5	6	1	1	44	50	28	32	88	100	3.85
*2.9	12	13	17	19	1	1	31	36	28	31	89	100	3.52
2.10	33	37	27	31	2	2	16	18	11	12	89	100	3.62
3.1	39	43	41	45	0	0	5	6	5	6	90	100	4.16
*3.2	12	14	7	8	4	5	27	31	36	42	86	100	3.79
*3.3	12	14	25	30	3	4	21	25	24	27	84	100	3.27
3.4	22	25	34	38	2	2	18	20	13	15	89	100	3.38
4.1	25	28	37	42	2	2	15	17	10	11	89	100	3.58
4.2	38	43	32	36	0	0	12	14	6	7	88	100	3.96
4.3	29	33	38	43	2	2	11	12	9	10	89	100	3.75
4.4	25	28	35	39	0	0	20	23	9	10	89	100	3.53
5.1	39	44	39	43	0	0	7	8	5	9	90	100	4.11
*5.2	11	13	6	7	3	3	32	36	36	41	88	100	3.86
6.1	26	29	41	46	3	3	7	8	13	14	90	100	3.67
*6.2	11	13	9	10	0	0	33	38	35	39	88	100	3.82
6.3	21	24	42	48	3	3	14	16	8	9	88	100	3.61
*6.4	14	19	24	33	1	1	22	31	11	16	72	100	2.89
7.1	34	38	41	46	0	0	11	12	4	4	90	100	4.00
*7.2	11	13	18	20	2	2	25	28	32	37	88	100	3.56
7.3	31	34	39	43	0	0	14	16	6	7	90	100	3.83
*7.4	12	14	16	18	3	3	34	39	23	26	88	100	3.46

N.B. Percentages have been rounded to the nearest tenth

TABLE XV
 MENELIK II COMPREHENSIVE SECONDARY SCHOOL
 DISTRIBUTION OF RESPONDENTS IN TERMS
 OF FREQUENCY AND PERCENTAGES

Ques.	5		4		3		2		1		Total		Mean
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	
1.1	41	47	21	24	0	0	4	5	21	24	87	100	3.66
*1.2	17	19	7	8	2	2	11	12	53	59	90	100	3.84
1.3	63	73	10	12	0	0	2	2	11	13	86	100	4.30
*1.4	8	9	9	10	2	2	11	13	58	65	88	100	4.16
1.5	13	14	31	34	6	6	14	17	26	29	90	100	2.90
1.6	39	44	22	25	0	0	6	7	21	24	88	100	3.59
1.7	50	55	17	19	2	2	4	4	18	20	91	100	3.80
*1.8	18	21	12	14	3	3	9	10	45	52	87	100	3.56
2.1	48	53	20	22	2	2	6	7	14	16	90	100	3.91
*2.2	19	22	16	19	1	1	10	13	40	45	86	100	3.42
2.3	47	55	17	20	2	2	4	5	16	18	86	100	3.87
*2.4	27	31	11	13	3	3	10	11	37	42	88	100	3.22
2.5	51	62	12	15	2	2	5	6	12	15	82	100	4.04
*2.6	13	15	10	11	1	1	12	12	53	66	89	100	3.92
2.7	53	60	22	24	0	0	7	8	7	8	89	100	4.20
*2.8	15	17	3	3	0	0	19	21	53	59	90	100	4.02
*2.9	16	19	13	15	3	4	10	12	42	50	84	100	3.58
2.10	47	52	26	29	1	1	6	7	10	11	90	100	4.04
3.1	37	42	17	30	5	6	10	11	10	11	89	100	3.80
*3.2	13	15	27	19	3	3	23	25	32	37	88	100	3.50
*3.3	9	10	30	34	5	6	22	24	23	26	89	100	3.22
3.4	15	28	30	34	3	3	18	20	14	25	90	100	3.38
4.1	13	14	16	18	0	0	34	38	27	30	90	100	2.49
4.2	12	13	30	34	3	3	26	29	19	21	90	100	2.89
4.3	11	12	22	24	1	1	34	37	23	26	91	100	2.60
4.4	16	18	16	18	1	1	34	38	22	25	89	100	2.66
5.1	42	47	31	35	1	1	5	6	10	11	90	100	3.97
*5.2	8	9	14	16	2	2	17	19	29	54	90	100	3.94
6.1	18	20	33	37	2	2	20	22	27	19	90	100	3.17
*6.2	15	17	22	24	2	2	22	24	30	33	91	100	3.37
6.3	13	15	30	34	5	6	20	22	21	23	89	100	2.93
*6.4	13	20	17	27	2	3	21	33	11	17	64	100	3.00
7.1	20	22	33	36	3	3	15	17	20	22	91	100	3.20
*7.2	20	22	19	21	2	2	26	29	23	26	90	100	3.90
7.3	34	39	30	34	1	1	13	15	9	11	87	100	3.14
*7.4	15	17	19	21	4	4	20	22	32	46	90	100	3.39

N.B. Percentages have been rounded to the nearest tenth

TABLE XVI
MISRAK COMPREHENSIVE SECONDARY SCHOOL
DISTRIBUTION OF RESPONDENTS IN TERMS
OF FREQUENCY AND PERCENTAGES

Ques.	5		4		3		2		1		Total		Mean
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	
1.1	59	66	26	34	0	0	2	2	1	1	88	100	4.59
*1.2	9	11	3	4	0	0	29	34	43	51	84	100	4.12
1.3	71	82	13	15	0	0	0	0	3	3	87	100	4.71
*1.4	6	7	1	1	1	1	21	26	57	65	86	100	4.42
1.5	38	43	27	30	1	1	11	12	12	14	89	100	3.76
*1.6	54	61	25	29	1	1	3	3	5	6	88	100	4.36
1.7	54	65	20	23	1	1	4	5	5	6	84	100	4.36
*1.8	10	12	11	13	2	2	29	34	34	39	86	100	3.77
2.1	57	65	26	30	0	0	2	2	3	3	86	100	4.60
*2.2	26	30	23	26	0	0	7	8	31	36	87	100	2.93
2.3	46	54	24	28	1	1	5	6	9	11	85	100	4.09
*2.4	5	6	12	14	3	3	27	30	41	47	88	100	3.99
2.5	55	65	18	21	0	0	3	3	9	11	85	100	4.26
*2.6	13	14	9	10	2	2	12	14	43	60	88	100	3.97
2.7	71	81	9	10	0	0	1	1	7	8	88	100	4.55
*2.8	5	6	3	3	2	2	11	13	65	76	86	100	4.49
*2.9	9	19	3	3	3	3	19	23	53	61	87	100	4.20
2.10	69	78	13	15	0	0	2	2	4	5	88	100	4.60
3.1	49	56	25	29	0	0	3	4	10	11	87	100	4.15
*3.2	10	11	7	8	3	3	20	23	49	55	89	100	4.02
*3.3	14	18	21	27	1	1	19	24	24	30	79	100	3.23
3.4	37	42	33	37	1	1	8	9	10	11	89	100	3.89
4.1	41	47	29	33	0	0	13	15	5	5	88	100	4.00
4.2	42	47	31	35	2	2	8	9	6	7	89	100	4.07
4.3	48	54	33	37	1	1	3	3	5	4	89	100	4.33
4.4	41	46	33	37	2	2	3	4	10	11	89	100	4.03
5.1	40	45	32	36	0	0	9	10	8	9	89	100	3.98
*5.2	9	10	16	18	2	2	19	22	42	48	88	100	3.78
6.1	42	47	34	38	0	0	5	6	7	9	88	100	4.13
*6.2	17	19	12	13	3	3	21	24	36	41	89	100	3.53
6.3	40	45	24	27	2	2	13	15	10	11	89	100	3.80
6.4	9	11	13	15	1	1	23	28	38	46	84	100	3.81
7.1	31	35	29	33	4	4	6	7	18	21	88	100	3.56
*7.2	17	19	14	16	2	2	19	21	36	42	88	100	3.49
7.3	39	44	33	36	0	0	5	6	12	14	89	100	3.92
*7.4	15	17	6	7	2	2	16	18	50	56	89	100	3.90

N.B. Percentages have been rounded to the nearest tenth

TABLE XVII
 TECHNICAL SECONDARY SCHOOL, DISTRIBUTION
 OF RESPONDENTS IN TERMS OF
 FREQUENCY AND PERCENTAGES

Ques.	5		4		3		2		1		Total		Mean
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	
1.1	30	91	3	9	0	0	0	0	0	0	33	100	4.91
*1.2	0	0	0	0	3	9	10	30	20	61	33	100	4.52
1.3	31	97	1	3	0	0	0	0	0	0	32	100	4.97
*1.4	0	0	0	0	4	15	6	18	23	67	33	100	4.58
1.5	17	53	13	41	0	0	1	3	1	3	32	100	4.38
1.6	27	84	3	10	1	3	0	0	1	3	32	100	4.72
1.7	26	79	7	21	0	0	0	0	0	0	33	100	4.79
*1.8	4	13	4	13	6	18	8	25	10	31	32	100	4.79
2.1	21	63	10	31	1	3	0	0	1	3	33	100	4.52
*2.2	6	19	8	26	4	13	6	19	7	23	31	100	3.00
2.3	18	56	14	44	0	0	0	0	0	0	32	100	4.56
*2.4	1	3	2	6	3	10	14	42	13	39	33	100	4.09
2.5	12	36	17	52	2	6	2	6	0	0	33	100	4.18
*2.6	2	6	1	3	3	10	12	38	14	43	32	100	4.09
2.7	26	79	7	21	0	0	0	0	0	0	33	100	4.79
*2.8	0	0	1	3	2	6	11	35	18	56	32	100	4.44
*2.9	0	0	1	3	1	3	9	27	22	67	33	100	4.58
2.10	26	79	6	18	1	3	0	0	0	0	33	100	4.76
3.1	17	53	15	47	0	0	0	0	0	0	32	100	4.53
*3.2	1	3	2	6	3	10	11	35	14	46	31	100	4.13
*3.3	2	6	6	18	5	16	14	44	5	16	32	100	3.44
3.4	10	30	18	55	2	6	1	3	2	6	33	100	4.00
4.1	20	61	12	36	0	0	1	3	0	0	33	100	4.55
4.2	17	52	13	39	0	0	3	9	0	0	33	100	4.33
4.3	19	58	13	39	0	0	1	3	0	0	33	100	4.52
4.4	18	55	11	33	1	3	2	6	1	3	33	100	4.30
5.1	16	49	10	30	4	12	1	3	2	6	33	100	4.12
*5.2	5	15	3	9	7	21	7	21	11	34	33	100	3.49
6.1	16	49	15	45	0	0	1	3	1	3	33	100	4.33
*6.2	2	6	1	3	3	9	12	37	15	45	33	100	4.12
6.3	12	37	15	45	4	12	2	6	0	0	33	100	4.12
*6.4	3	10	6	19	5	16	11	36	6	19	31	100	3.36
7.1	11	33	17	52	0	0	3	9	2	6	33	100	3.97
*7.2	4	12	5	15	7	21	6	18	11	34	33	100	3.46
7.3	24	73	7	21	1	3	3	9	0	0	33	100	4.52
*7.4	0	0	4	12	2	6	8	24	19	58	33	100	4.27

N.B Percentages have been rounded to the nearest tenth

TABLE XVIII

APPENDIX L

COMBINED FREQUENCY OF ALL
RESPONDENTS, IN TERMS
OF FREQUENCY AND
PERCENTAGES

Ques.	5		4		3		2		1		Total		Mean
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	
1.1	199	58	102	30	0	0	14	4	28	8	343	100	4.25
*1.2	34	10	28	8	7	2	100	29	172	51	341	100	4.02
1.3	241	71	73	21	1	0	8	2	19	6	342	100	4.48
*1.4	26	8	21	6	9	2	70	21	210	63	336	100	4.24
1.5	105	30	108	31	12	4	65	19	56	16	346	100	3.40
1.6	164	48	100	29	3	1	36	10	42	12	345	100	3.89
1.7	195	57	86	25	7	2	23	6	35	10	345	100	4.11
*1.8	49	14	52	15	13	4	45	28	133	39	342	100	3.61
2.1	180	52	115	34	3	1	17	5	28	8	343	100	4.17
*2.2	62	19	58	17	10	3	78	23	124	38	332	100	3.39
2.3	157	47	102	31	5	1	24	7	46	14	334	100	3.89
*2.4	55	16	45	13	13	4	100	29	132	38	345	100	3.60
2.5	174	52	98	29	8	2	25	8	29	9	334	100	4.08
*2.6	40	12	35	10	15	4	80	23	172	51	342	100	3.90
2.7	214	62	95	27	4	1	15	4	20	6	348	100	4.34
*2.8	33	10	18	5	8	2	105	31	118	35	344	100	4.10
2.9	43	13	42	12	10	3	92	27	155	45	342	100	3.80
2.10	196	57	95	27	4	1	25	7	28	8	348	100	4.16
3.1	161	46	132	38	6	2	21	6	26	8	346	100	4.10
*3.2	42	12	40	12	16	5	99	29	146	42	343	100	3.71
*3.3	50	15	97	29	15	5	89	27	81	24	332	100	3.16
3.4	106	30	138	40	10	3	54	15	41	12	349	100	3.61
4.1	107	30	110	32	3	1	85	24	44	13	349	100	3.43
4.2	109	32	126	36	5	1	70	20	39	11	349	100	3.56
4.3	120	34	122	35	4	1	65	19	40	11	351	100	3.61
4.4	105	30	104	30	5	1	80	23	54	16	348	100	3.36
5.1	163	46	126	36	9	2	27	8	28	8	353	100	4.04
*5.2	37	11	47	14	18	5	93	26	153	44	348	100	3.79
6.1	116	33	42	11	5	1	43	13	41	12	347	100	3.71
*6.2	48	14	50	14	9	3	116	33	127	36	350	100	3.16
6.3	97	28	121	35	15	4	70	20	45	13	348	100	3.92
*6.4	49	17	69	24	12	4	90	30	72	25	392	100	3.22
7.1	104	30	132	38	10	3	54	15	50	14	350	100	3.53
*7.2	61	18	71	20	14	4	97	28	105	30	348	100	3.32
7.3	148	43	124	36	2	1	42	12	28	8	344	100	3.96
*7.4	59	15	51	14	13	4	84	27	139	40	349	100	3.61

N.B. Percentages have been rounded to the nearest tenth