

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**STUDENTS' ATTITUDE TOWARD THEIR TEACHERS AND
THEIR TEACHER-MADE ENGLISH LANGUAGE TEST RESULTS:
AN EXPLORATORY STUDY OF THE IMPACT OF GENDER**

**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN TEFL.**

BY HISHE HAILU

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Abstract

The purpose of this study was to explore the relationship between attitude and performance and to examine gender differences in the English language performance as a function of attitude, teacher characteristics, parental occupation and parental educational level. Two questionnaires on attitude and interview were administered to a random sample of 71 students of grade 10. T-test and multiple regression analyses were employed. The hypothesis that male and female students differ in attitude and performance was confirmed. Besides, attitude was found to have strong association with performance.

LIST OF TABLES

Page

Table 1. Male Students' Attitude toward their Teachers-----	28
Table 2. Female Students' Attitude toward their Teachers-----	29
Table 3. Male and Female Students' Attitude toward their Female Teachers-----	29
Table 4. Male and Female Students attitude toward their Male Teachers-----	30
Table 5. Male Students' Performance as taught by Male and Female Teachers-----	31
Table 6. Ministry of Education Grade Ratings-----	31
Table 7. Female Students' Performance as taught by Male and Female Teachers-----	32
Table 8. Female and Male Students' Performance as taught by Female Teachers-----	33
Table 9. Male and Female Students Performance as taught by Male Teachers-----	33
Table 10. Male Students' Perception of their Male and Female Teacher Characteristics-----	34
Table 11. Female Students' Perception to their Male and Female Teacher Characteristics-----	35
Table 12. Male and Female Students' Perception of their Female Teacher-----	36
Table 13. Male and Female Students' Perception of their Male Teacher-----	36
Table 14. Male Students' Performance as taught by Male Teachers-----	38
Table 15. Male Students Performance as taught by Female Teachers-----	39
Table 16. Female Students Performance as taught by Male Teachers-----	40
Table 17. Female Students' Performance as taught by Female Teachers-----	40

Table of Contents

PAGES

CHAPTER ONE

1. Introduction-----	1
1.1. Background of the Problem-----	1
1.2. Statement of the Problem-----	2
1.3. Significance of the Study-----	3
1.4. Operational Definition of Terms and Abbreviations-----	3
1.5. Delimitation of the Study-----	4

CHAPTER TWO

2. Review of Related Literature-----	6
2.1. Introduction-----	6
2.2. Attitude-----	6
2.2.1. Attitude Formation-----	8
2.2.2. Attitude and Learning-----	9
2.2.3. Attitude and School Performance-----	10
2.2.4. Students' Attitude toward their Teachers as Affecting Performance-----	11
2.2.5. Female Students' Attitude toward their Teachers---	12
2.2.6. Male Students' Attitude toward their Teachers-----	13
2.3. Gender-----	14
2.3.1. Gender and School Performance-----	14
2.3.2. Gender Differences in the English Language Performance-----	16
2.3.3. Reasons for Gender Differences in the English Language Performance-----	17

CHAPTER THREE

3. Methods and Designs of the Study-----	23
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3.1. Sampling Procedure-----	23
3.1.1. School-----	23
3.1.2. Subjects-----	23
3.2. Data Collection-----	24
3.2.1. Instruments-----	24
3.2.2. Procedures for Data Collection-----	25
3.3. Statistical Procedure-----	25
3.3.1. Variables-----	26
3.3.2. Methods of Data Analysis-----	26

CHAPTER FOUR

4. Results (t-test analysis)-----	28
4.1. Male students' Attitude toward their Teachers-----	28
4.2. Female students' Attitude toward their Teachers-----	28
4.3. Male and Female Students' Attitudes toward their Female Teachers-----	29
4.4. Male and Female Students' Attitude toward their Male Teachers-----	29
4.5. Male students' Performance as taught by Male and Female Teachers-----	30
4.6. Female students' Performance as taught by Male and Female Teachers-----	31
4.7. Female and Male Students' Performance as taught by Female Teachers-----	32
4.8. Male and Female Students' Performance as taught by Male Teachers-----	33
4.9. Male Students' Perception of their Male and Female Teacher Characteristics-----	33
4.10. Female Students' Perception of their Male and Female Teacher Characteristics-----	34
4.11. Male and Female Students' Perception of their Female	

Teacher Characteristics-----	35
4.12. Male and Female Students' Perception of their Male Teacher Characteristics-----	36
4.13. Multiple Regression Analysis-----	37
4.13.1. Male Students' Performance as taught by Male Teachers and the Significance of the Variables Treated-----	38
4.13.2. Male Students' Performance as taught by Female Teachers and the Significance of the Variables Treated-----	38
4.13.3. Female Students' Performance as taught by Male Teachers and the Significance of the Variables Treated-----	39
4.13.4. Female Students' Performance as taught by Female Teachers and the Significance of the Variables Treated-----	40

CHAPTER FIVE

5. Conclusions and Recommendations-----	43
5.1. Conclusions-----	43
5.2. Recommendations-----	44

BIBLIOGRAPHY-----45

APPENDICES-----55

Appendix A-----	55
Appendix B-----	59
Appendix C-----	64
Appendix D-----	65

DECLARATION-----67

CHAPTER ONE

1. Introduction

1.1. Background of the Problem

Attitude toward the teacher, be it negative or positive, plays an important role in motivating or demotivating the learner. Attitudes toward the teacher are extremely essential for they have associations with the students' performance (Ballantine, 1993; Morgan, 1993; Wlodkowski, 1993; Canada and Pringle, 1995). Accordingly, it is likely that students who have a positive attitude toward their teachers would have high performance while those who have a negative attitude toward their teachers would have low performance.

Besides, there are findings that show male and female students' differences in attitude and performance (Deaux, 1976; Gardner, 1985; Wright, 1987; Sunderland, 1992). Even though, the differences might have been caused by different factors, students' attitude toward their teachers plays a significant role. Attitude is by its very nature reciprocal (Baron and Byrne, 1997). Hence, in most instances, we tend to like those who like us and dislike those who dislike us. Thus, students' attitudes would be different based on their gender for teachers have different expectations from their male and female students and they usually treat them differently (Bernand, Elsworth, Keefauver and Nayler, 1981; Burn, 1996).

Thus, bearing in mind the reciprocity of attitude, female students could be said to have more negative attitudes toward their teachers than male students do. Because, female students could have negative attitudes toward their teachers for teachers being part and parcel of the society reflect bias on the academic potential of female students (Hall and Merkel, 1985; Burn, 1996; World Bank, 1996; Ehrlich, 1997).

In addition to this, there are some points which trigger negative attitudes to develop on female students as compared to male students. Female students, if given a negative feedback, would develop more negative attitude toward their teachers than males do (Golombak and Fivush, 1994).

1.2. Statement of the Problem

Research shows that there are differences in attitude and performance between male and female students. Attitude differences between male and female students are well documented (Deaux, 1976; Bernand, Elsworth, Keefauver, and Nayler, 1981; Wright, 1987; Sunderland 1992.) Meaning, male and female students have different attitudes toward their male and female teachers and their performances are different, too.

But, is this true in the Ethiopian context? This paper will attempt to explore the following points.

1. Attitude of female students toward their female teachers
2. Attitude of female students toward their male teachers
3. Attitude of male students toward their male teachers.

4. Attitude of male students toward their female teachers.
5. The relationship between the attitude of the students and their teacher-made English language test results.

1.3. Significance of the Study

The results of the study may have implications to various practices. Among other things, they may:

1. help teachers to get more insights with regard to teacher treatment.
2. also help students to be more informed about the effect of their attitudes on their performance.
3. also help teacher-training institutions, colleges, universities and some in-service program.
4. also help create awareness about gender differences in attitude and performance to the school community.
5. also call for further exploration.

1.4. Operational Definition of Terms and Abbreviations

Parental educational level = the highest educational level of a given family.

Parental occupation = the "respected" occupation of a given family.

Performance = students' result of teacher-made tests.

Teacher characteristics = characteristics of teachers that are found to have strong effect on students' performances.

Students' perception of teacher characteristics = students' rating of their teachers

with regard to the teacher characteristics given.

MAMT= Male students' attitude toward their male teachers.

MAFT= Male students' attitude toward their female teachers.

MPFT= Male students' performance as taught by female teachers

MPMT= Male students' performance as taught by male teachers.

MPMTC= Male students' perception of male teacher characteristics.

MPFTC= Male students' perception of female teacher characteristics.

FAMT= Female students' attitude toward their male teachers.

FAFT= Female students' attitude toward their female teachers.

FPFT = Female students' performance as taught by female teachers.

FPMT= Female students' performance as taught by male teachers.

FPMTC= Female students' perception of their male teachers characteristics.

FPFTC= Female students' perception of their male teacher characteristics.

PO= parental occupation.

PEL= Parental educational level.

1.5. Delimitation of the Study

The study is confined to one school and grade; and hence, it would be difficult to say that the school and the grade selected are representatives of Ethiopian high schools.

In addition to this, the study dealt with two semester performances - one from last year second semester and one from this year first semester since this year's second

semester results could not be considered due to constraint of time.

Performance is too wide a concept that could be related to many factors. Thus, it was difficult for the researcher to deal with all the components. Therefore, this area concentrated only on attitude, teacher characteristics, parental occupation and parental educational level.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Introduction

In the academic atmosphere, attitude as a favorable or unfavorable reaction to a person(Gagne, 1985; Keil, 1990; Aggarwal, 1994; Myers, 1994), has an explicit impact on our relationship with others. Even though it has several facets, attitude toward the teacher is believed to be the most important one for two reasons. First, it is directly related to our performance, and second, teachers affect our behavior in school even more than our parents do (Spolsky, 1989; Ballantine, 1993). Interesting enough, attitude differences between male and female students toward the teacher are documented (Golmbak and Fivush, 1994).

There are also differences in attitude and performance between male and female students which could be ascribed to cultural stereotypes (Lewis and Houtz, 1986) social factors (Scott and Clarke, 1986), biological factors (Betz and Fitzgerald, 1987).

Thus, the interplay among attitude, gender and performance including some other important variables like background and teacher characteristics becomes worth exploring.

2.2. Attitude

Even though there are not fundamental differences in defining what attitude is, there are two different views as far as emphasis is concerned. We have social

psychologists that outwardly argue that to understand attitude, one has to stress the evaluative aspect, while some researchers contend that one has to focus on the component parts.

Social psychologists understand attitude as a favorable or unfavorable reaction toward the social world (Johnson, 1980; Gagne, 1985; Gleitman, 1987; Aggarwal, 1994; Fazio and Roskos- Ewoldsen, 1994). According to them, a person who has a positive demeanor to an object will have a positive tendency to the object while a person with unfavorable attitude to an object will have a negative tendency to the object.

Other researchers, on the other hand, suggest that one has to focus on the component parts viz., the affective, cognitive and behavioral parts (Gleitman, 1987; Myers, 1994). They argue that focusing on the component parts is necessary because if we know what the attitude of an individual is on one of the components, we could infer what his reaction would be with regard to the remaining components.

For instance, let's assume that a student has a positive attitude towards his teacher. The affective component may include the love to and positive feelings for the teacher; the cognitive component might consist of the view that the teacher is interactive, creative and has good sense of humor; and the behavioral component could be manifested through class participation, love for his/her subjects, and particular attendance of his/her class. Generally speaking, the researchers argue that the three components are interrelated.

Attitudes are organized internally among the three components – affective, cognitive and behavioral
The three components are generally assumed to be interrelated and consistent with one another.
(Feldman, 1985:121)

2.2.1. Attitude Formation

There is a heated debate on whether attitude is acquired through experience or is an inborn phenomenon. Social psychologists argue that attitude is acquired through experience (Wlodkowski, 1993; Aggarwal, 1994, Baron and Byrne, 1997). Other researchers on the other hand, argue that attitude is formed genetically; and hence, it is basically an innate phenomenon (Keller et al, 1992;Bouchard ,Arvey, Keller, and Segal, 1992).

According to social psychologists, attitudes are formed through social interaction like observing what the society in general and parents in particular say or do. In a patriarchal society, all societies are patriarchal in most cases, the female population is undermined and children of these parents are expected to develop some attitudes toward males and females based upon what they see and hear others do and say (Sunderland, 1992; Slavin, 1994). In the academic field, too, students may develop different attitudes toward male and female teachers for the society devalues female education in most cases (Burn, 1996).

Besides, there are specific behaviors starting from an early age that our parents deliberately praise or suppress based on how they think “right” or “wrong” they are. For instance, if a child (a boy) is told that only females are dependent and to be dependent is bad, this can be reflected in his academic career which could possibly be manifested through showing negative attitude to his female teachers. However, chances are that,

though parents play vital roles in attitude formation, there might be attitude changes through students' own experience and age (Neale, Gill, and Tismer, 1970; Slavin, 1994; Baron and Byrne, 1997).

Other researchers, on the other hand, contend that we are born with some attitude and the contribution of social interaction is minimal (Hershberger, Lichtenstein and Knox, 1994). Hence, we may have a positive or negative attitudes towards a given object because of some genetic reasons and to say that one has a positive or negative attitude, say to his teacher, is meant that the attitude is inborn. According to the research they conducted on identical twins, they found that they have similar attitudes though they are brought up in different areas.

In sum, though some researchers argued that attitude is an inborn phenomenon, taking into account the abundant studies, we may conclude that attitudes are formed through social interaction.

2.2.2. Attitude and Learning

Learning being a social activity is susceptible to many different variables. Research reveals that, among other things (variables), attitude can enhance or impede learning, and that, it could lead to success or failure in performance. Students' attitude while learning something is extremely essential because it has a direct interaction with their performance (Spolsky, 1989). Hence, positively oriented students, other things being equal, can surpass the negatively oriented ones. Students with positive attitude are

found to be more motivated and good performers (Wlodkowski,1993). To cite specific examples, students' attitude toward their teachers is found to be important for it influences performance (Cooper and Good, 1983). Students' attitude (for instance toward their teachers) leads to motivation and we do not need any research findings to tell us that this has an impact on performance (Wlodkowski, 1993; Golombak and Fivush, 1994). Another research finding also reveals that attitude toward learning has its own contribution to students' performance (Tekeste, 1990).

A recent study, too, emphasizes the fact that students' future can be inferred from the attitude they have toward learning. In most cases, attitude while learning something predicts students' future (Capel, Leask and Turner, 1995). Attitude in language learning, too, is so essential that it has to be given emphasis. Attitude is essential to language learning (Gardner, 1985; Morgan, 1993).

2.2.3. Attitude and School Performance

There are so many different factors that could affect school performance. Among them are gender (Baron and Byrne, 1997), family background (Schiefelbein and Simmons, 1981) and attitude (Aggarwal, 1994).

When we discuss the relationship between attitude and school performance, it can be traced back to the early 1960's. Research findings reveal that positive attitude is associated with high performance (Rossi, 1961). The research finding as regards the interaction between attitude and performance is consistent throughout.

Recent research also confirms the fact that positive attitudes result in high performance while negative attitudes result in low performance (Svanes, 1988; Cooper, Valentine, Nye and Lindsay, 1990; Marsh, 1992; Coleman, 1993; Morgan, 1993; Wlodkowski, 1993; Ellis, 1994).

2.2.4. Students' Attitude toward their Teachers as Affecting

Performance

The study of students' attitude toward their teachers is necessary for different reasons. Among other things, it has a direct interaction with performance (Wlodkowski, 1993).

Earlier research findings show that students' attitude toward their teachers influences their performance. Students' attitude toward their teachers has a strong influence on their school performance (Cantrell, Stenner, and Katzenmeyer, 1977).

Recent research findings also substantiate the above findings. Students who have a positive attitude toward their teachers out-perform those who have negative attitude toward their teachers (Wlodkowski, 1993). Students' attitude toward their teachers can hinder the students' ability to learn and may result in failure. Or, students' attitude toward their teachers can help them develop confidence on learning and thereby perform well. Students' attitude toward their teachers can influence learning and performance at the same time (Cooper and Good, 1983). Students' attitude toward their teachers shapes the students' behavior and interaction and this explicitly affects the whole teaching and learning process and performance (Krupnick, 1985; Canada and Pringle, 1995).

Other studies, on the other hand, tried to investigate whether there are gender differences with regard to students' attitude toward their teachers. There are couples of findings that reveal the presence of gender differences. Significant differences are documented between male and female students in their attitude towards their teachers (Golombak and Fivush, 1994).

The reason why male and female students may have different attitudes toward their male and female teachers seems to be based on the orientation they get from the society. Students have gender-related expectations of their teachers and teachers react differently based on the gender stereotyped expectations (Sandler in Brady and Eisler, 1999; Brady and Eisler, 1999). The role of the society in influencing male and female students to develop gender-related expectation of their teachers is beyond question (Ballantine, 1993).

2.2.5. Female Students' Attitude toward their Teachers

Most of the research findings related to female students' attitude toward their teachers are inconsistent. Several earlier studies show that female students are more disciplined than male students at the primary level and are more liked by their teachers (Cantrell, Stenner and Katzenmeyer, 1977; Gustafsson, 1979; Bernand, Elsworth, Keefauver and Nayler, 1981). Thus, we can possibly argue that they can be said to have positive attitudes toward their teachers, taking into consideration the reciprocal nature of attitudes (Baron and Byrne, 1997). Nevertheless, other research findings reveal that female students are negatively oriented toward their teachers (Ludwig, 1983).

Recent research findings reveal that female students have different attitudes toward their teachers. Some studies show that their attitudinal differences toward male and female teachers begin at the end of primary school (Ballantine, 1993). As interaction is vital in the language classroom (Canada and Pringle, 1995), it is also found to be the source of attitudinal difference. In other words, female students have strong affection to interaction and have positive attitude to teachers who encourage interaction in the classroom. Female students have positive attitudes toward their female teachers because female teachers encourage interaction and are very supportive (Golombak and Fivush, 1994; Mann, 1995; Brady and Eisley, 1999). However, there are other researchers who oppose this view. There is no reason to say that female students have positive attitudes toward their female teachers for no difference between male and female teachers is observed in encouraging interaction (Sunderland, 1998).

2.2.6. Male Students' Attitude toward their Teachers

From common sense knowledge, one may be tempted to say that male students may have negative attitude toward their female teachers, not because they are students but because they are males. It is obvious that the society doubts the academic potential of females (World Bank, 1996) and it cannot be surprising if males are found to be negatively oriented toward their female teachers.

Scanty though the literature is in this area, the available studies are also inconsistent. Male students are found to be negatively oriented toward their teachers (male and female) starting from elementary to secondary school (Ludwig, 1983). Other

studies, on the other hand, indicate that males are positively oriented toward their male and female teachers (Bernard, Elsworth, Keefauver and Nayler, 1981).

Other studies also indicate that males have negative attitudes toward their female teachers. Males are believed to have negative attitude toward their female teachers because female teachers interactions are not appropriate to them (Spolsky, 1982). Besides, male students are expected to develop negative attitude toward their female teachers because of the mismatch between female teachers' teaching style and male students achievement strategy (Golombak and Fivush, 1994).

To sum up, attitude differences between male and female students toward their male and female teachers are documented. Besides, there are research findings that reveal attitudes affect performance; and hence, the attitude difference between male and female students toward their male and female teachers has a direct effects on their performance.

2.3. Gender

2.3.1. Gender and School Performance

Gender which refers to the social categorization of male and female (Sunderland, 1994) is considered as a major predictor of performance differences (Heynemann, 1980; Deaux, 1984). Several studies also confirm that gender related differences are observed in school performance. For instance, studies conducted in the United States of America indicate that there are gender differences in almost all subjects (Deaux, 1984).

Studies from the African perspective also show similar findings. Studies conducted at High School level in Botswana, Zambia and Kenya show that there are gender differences in performance in all subjects (Duncan in Genet, 1998).

In the Ethiopian context, some strides have been made to explore gender differences in performance. At the elementary level, gender differences are observed in performance (Anbesu and Junge, 1988). Studies at the high school level also show similar results (Atsede and Kebede in Genet, 1998).

However, there are other research findings that reveal insignificant or no gender differences in school performance. Undeniable though there are gender differences in performance, they are not as significant as the society believes they are (Good and Brophy, 1990). For instance, at the primary level, no gender difference is observed as regards performance in Botswana, Zambia and Kenya (Duncan in Genet, 1998).

Recent research findings reveal that gender differences in performance are getting smaller and smaller from time to time. The decrease in gender difference in performance is attributed to the cultural awareness of gender and reduction in gender differentiated education (Good and Brophy, 1990). Besides, these researchers reviewed a number of recent studies and concluded the following. Treating boys and girls differently is useless because the gender differences in performance are not as such significant to support the society's still powerful stereotyped belief that boys surpass girls in performance. They, however, noted that there are areas where gender differences are manifested. These are

visual-spatial (ability) and mathematical ability where males surpass females and verbal ability where females surpass males.

2.3.2. Gender Differences in the English Language Performance

We have a number of studies that explored whether there are gender differences in the English language performance or not. Even though popular and culturally stereotyped opinions hold that females are superior to males in language performance, no evidence is found out as regards general intelligence (Good and Brophy, 1987; Scarcella and Zimmerman, 1998). Other studies also indicate that there are not any gender differences in some areas of language (Mann, 1995). The research findings that indicate the presence of gender differences in some special areas are inconsistent and mixed that it is difficult to draw a conclusion except admitting that there are some differences in some areas.

For example, earlier research conducted on elementary school native speaker students reveals that females surpass males in verbal ability, receptive and productive skills and creative writing (Maccoby and Jacklin, 1974). But similar research done on adolescent native speakers shows no significant differences (Mann, 1995; Sue and Okazaki, 1995).

There are also studies done on English as a second or foreign language. The findings in both cases are inconsistent. Male students are at an advantage in vocabulary knowledge in English as a second language (Scarcella and Zimmerman, 1998). Another

study, however, reveals that girls are at an advantage as compared to boys (Sunderland, 1998). The findings in English as a foreign language are also inconsistent. For instance, females outperform males in female related texts but males surpass females in male related texts (Bugel and Buunk, 1996). However, another study reveals that females surpass males though the text has a reasonable balance of gender (Jones, Kietu and Sunderland in Scarcella and Zimmerman, 1998).

In the Ethiopian context, though the literature is scanty, one study indicates that it would be difficult to generalize female superiority in language. Hence, there are areas where one gender excels the other and vice versa (Sewnet, 1995).

In sum, though research findings reveal that there are gender differences in the English Language performance, they do not seem to generalize the superiority of one gender. Even though there are gender differences, generalizing that females are superior to males is something difficult to maintain (Ehrilch, 1997). This is also supported by other researchers. We can not deny the fact that there are gender differences in the English language performance but we do not have to overestimate or underestimate them (Deaux, 1984).

2.3.3. Reasons for Gender Difference in the English Language

Performance

Conspicuous enough as it is, there are gender differences in the English Language performance. Attempts are also made to find out the reasons for the gender differences in

the English language performance. The studies focus on three areas: cultural, social and biological factors.

Studies that focus on the cultural aspects show significant effects of the supposed variables. Many studies, while discussing cultural factors, focused on cultural stereotypes the society has on males and females. There are many different reasons for this. First, it is true that every society has its own gender stereotypes. Second, surprising enough, gender stereotypes are similarly perceived and agreed upon by members of different cultures (Golombok and Fivush, 1994; Baron and Byrne, 1997). Third, gender stereotypes are found to be extremely difficult to deviate from, because people do see the deviants negatively (Archer and Lloyd, 1985). Finally, gender stereotypes are believed to have a strong connection to males and females because there are exclusively given adjectives to each gender. Some of the adjectives used to describe males are: aggressive, ambitious, competitive, dominant, active, adventurous, outspoken, and intellectual while some of the adjectives used to describe females are affectionate, compassionate, warm and kind. (Bem in Golombok and Fivush, 1994; Archer and Lloyd, 1985).

The stereotyped categorization of masculinity and femininity is found to have some interaction with gender differences in performance (Ballantine, 1993). Similarly, other researchers suggest that the stereotyped masculinity-femininity categorization has some influence on the areas where gender differences in performance are manifested (Archer and Lloyd, 1985; William and Best, 1990; Aube and Koestner, 1992; Unger, 1994; Baron and Byrne, 1997).

Besides societal expectations and adults' efforts to live up to them has a great deal of influence on the performance differences between males and females (Good and Brophy, 1987). There are research findings that strengthen this point of view. Female students surpass male students at the elementary and secondary level while males surpass females at the adolescent stage (Ballantine, 1993).

Besides, teachers treat students differently not because students are individuals and that treating individuals is difficult but because of stereotyped belief. Teachers treat students differently (Spender, 1982; Stanworth, 1982; Swann in Ehrilch, 1997) and this differential treatment affects the students' performance (Bllantine, 1993).

In fact, the teachers' differential treatments are points of controversy and contention. Because, there are researchers who argue that males are at an advantage with regard to teachers' differential treatment and others disagree with this claim. Teachers, being part and parcel of the society, reflect the society's stereotyped belief which devalues female education (Scott and Clarke, 1986; Burn, 1996; World Bank, 1996). There are some instances which can strengthen the above idea. Teachers usually treat students differentially especially in classroom interaction (Ehrilch,1997;Field and Field, 1994).

Teachers treat male and female students differently because of the differential fit between their respective gender roles and schools' expected student role (Ballantine, 1993:233).

Nevertheless, it is wrong to conclude that male students are always at an

advantage especially with regard to teacher treatment. Differential teacher treatment may happen but it is not true to all male students in the class (Croll, 1985). The view that male students get a special treatment is not true (Merrett and Whedall, 1992). Other studies, on the other hand, show that teachers perceive and treat their students equally. Teachers are found to have similar orientations toward their male and female students (Yepez, 1994).

On the other hand, there are studies that show female students' benefit from teachers' differential treatment.

Differential treatment in language classrooms may favor girls more than boys. Girls receive more attention, speak more because of the stereotyped expectations that teachers may have regarding female superiority in language (Sunderland, 1998:174)

The other aspect, which can cause gender differences in performance, is the social aspect, which embraces, among other things, students' background and teacher characteristics. Earlier research findings from the United States of America show that background of the students especially their parental occupation and educational levels play an important role in making differences in performance (Bridge, Judd, and Moock, 1979). The research shows that there is positive correlation between higher levels of parental education and performance. Similarly, other research findings also stress that parental education and unemployment (as part of socio-economic status), and social class are found to be predictors of performance (Glasman and Biniaminov, 1982; Essen and Weldge, 1982; Mortimore and Blackstone, 1982; Patterson, 1992).

Studies conducted in developing countries also show similar patterns. Review of studies by Schiefelbein and Simmons, (1981) from Africa, Asia and Latin America show that parents socio-economic status has a predominant influence on performance. Students from the white-collar family are found to be high performers. This study is also confirmed in Kenya (Bali, 1984) and Tanzania (Drenth, Flier, and Omari, 1983).

Teacher characteristics also enhance or impede learning and they also influence performance. Teacher characteristics, with no doubt, cause differences in students' performance (Schiefelbein and Simmons, 1981; Ballantine, 1993). The teacher characteristics that cause performance differences are not gender specific and have been studied and proved by exhaustive research (Feldman in Richmond and McCroskey (1992); Edwards and Allen, 1992).

Other studies show that there are biological factors that contribute to gender differences in language performance. Research reveals that there are differences in brain lateralization between males and females (Betz and Fitzgerald, 1987). They argue that early lateralization and dominance of the left hemisphere are seen in females. This helps females to be superior in verbal ability and inferior in spatial ability.

However, there are researchers that oppose these points of view of the biological factor proponents. Even though we see performance differences between male and female students, it would be unreasonable to explain them on the basis of biological factors (Good and Brophy, 1987). They are also criticised for leaving aside the cultural

expectations.

The problem with biological explanations is that they seldom consider the strong influence of cultural expectations and environmental constraints on students and are therefore incomplete explanations taken alone. (Ballantine, 1993:111).

To sum up, given the ample literature, it gives sense to conclude that there are gender differences in performance though it would be difficult to say that they support the stereotyped belief that devalues female education.

CHAPTER THREE

3. DESIGN OF THE STUDY

3.1. Sampling Procedures

Care has been taken to select the population for the study. That is to say, the students' school background like their school records and whom the students were taught by were considered.

3.1.1. School

Kolfe Comprehensive School was selected for the study because there were enough male and female teachers teaching grade ten. Besides, the school also had enough male and female teachers that taught grade nine last year. And, this was found to be very necessary for the researcher.

3.1.2. Subjects

Among the 1714 grade ten students of Kolfe Comprehensive School, those who were taught by a female teacher in grade nine and are now being taught by a male teacher and those who were taught by a male teacher in grade nine and are now being taught by a female teacher were selected. Their total number was 1394. This was done so for two basic reasons: First, students might give the right information about their male and female teachers for they had the exposure to both male and female teachers. Second, students' performance was computed in two ways: as taught by male teacher and female teacher.

Then, 100 students were randomly selected among the 1394 students, out of which 59 students were female. Out of the 100 students, 19 girls and 10 boys were excluded from the study for not giving complete information and due to transfer to other schools.

3.2. Data Collection

3.2.1. Instruments

Three instruments were used to collect the necessary data: performance of the students, questionnaires and interview.

a) School performance

A two- semester students' performance on teacher-made examination is taken for the study. They are grade 9 second semester performance and grade 10 first semester performance.

The teacher-made examination result is computed for two basic reasons: First, it is publicly and officially accepted and it has the power to detain or promote students from grade to grade. Second, researchers agree that teacher-made examination is one way of measuring student performance (For example, Collier, 1989; Cooper, Valentine, Nye and Lindsay, 1999).

b) Questionnaires

There were two types of questionnaires used. The first one refers to attitude of the students toward their teachers. It consisted of 36 items. The questionnaire was

designed based on the gender-stereotyped characteristics mentioned by different writers (For example, Archer & Lloyd, 1985; Bem in Golombok and Fivush (1983:17); Deaux and Lewis in Golombok and Fivush (1983:17); Bem in Baron and Byrne, 1997). Refer Appendix A.

The second part refers to the students' perception of teacher characteristics. It consisted of 40 items. It was designed based upon the characteristics of teachers, which could affect performance (For instance, Feldman in Richmond and McCroskey, 1992; Edward and Allen, 1992). Refer Appendix B.

c) Interview

All the subjects were interviewed whereby the purpose was to know the parental occupation and parental educational level of the subjects.

3.2.2. Procedures for Data Collection

The school was frequently visited to distribute, administer, and collect the completed questionnaires, school records, and to conduct interview. All sets of the questionnaires and the interview were prepared in Amharic for clarity and. Written and oral explanations were given to the students about the purpose of the study and the confidentiality of the information.

3.3. Statistical Procedures

The dependent and independent variables were identified so as to have a clear

picture of the whole process.

3.3.1. Variables

A- English language performance (y) is the dependent variable.

B- The independent variables are

Attitude (X_1)

Teacher characteristics (X_2)

Parental occupation (X_3)

Parental educational level (X_4)

3.3.2. Methods of Data Analysis

The questionnaire items were assigned scores and were labeled as high and low-attitude, high-and low perception (Likert, 1967; Kothari, 1985). In other words, the number of questions must be multiplied by 3 and any result exceeding the result is considered as high and below the given result is considered as low. For instance, if a researcher has 18 questions he has to multiply them by 3 which is 54. And, any result above 54 is considered high while below 54 is considered low. Besides, t-test was applied to test the paired samples. Students' performance, students' perception of their teacher characteristics, students' attitude toward their teachers were analyzed through t-test for scores were assigned.

Multiple regression analysis was also employed to the study so as to treat the other variables (parental occupation and parental educational level) for they were not

assigned scores but *codes. Hence, four multiple regression analyses were employed and attempt was made to see the contribution of the four independent variables to the dependent variable.

* parental occupation was coded as (1) unemployed (2) labourer (3) "Gullit", (4) weavers, (5) tailor, (6) driver, (7) merchant, (8) engineer. Parental educational level, on the other hand, was coded as (11) illiterate and basic literacy, (12) grades 1-6, (13) grades 7-8, (14) grades 9-12, (15) 12+.

CHAPTER FOUR

4. Results

4.1. Male students' Attitude toward their Teachers

Male students are found to have high attitudes toward their male and female teachers ($X=55$ for males and $X = 56$ for females. This is not surprising because other researchers stress that male students are positively oriented toward their teachers (Bernand, Elsworth, Keefauver, and Nayler, 1981); and hence, the significance is .393 which is greater than 0.05. That is to say, the attitude difference male students show to their male and female teachers is insignificant.

Table 1: Male Students' Attitude toward their Teachers

Variables	No. of pairs	2-tail Sig	Mean	SD	SE of Mean
MATFT	31	.108	56.80	10.107	1.815
MATMT			55.09	8.195	1.472
Paired difference					
Mean	SD	SE of Mean	t-value	of	2-tail sig
1.7097	10.982	1.972	.87	30	.393

MATFT= male students' attitude toward their female teachers.

MATMT= male students' attitude toward their male teachers.

4.2. Female Students' Attitude toward their Teachers

The data shows that female students have low attitudes toward their male teachers ($X = 53.97$) and female teachers ($X = 50.00$). This finding coincides with Ludwig (1983) where she stresses that female students have negative attitude toward their male and female teachers. Though, based on rule of thumb, the magnitude of difference is insignificant ($t\text{-value} = -1.88$), we can see that there is a difference in attitude toward male and female teachers.

Table 2: Female Students' Attitude toward their Teachers

Variables	Number of Pairs	2-tail sig	Mean	SD	SE of Mean
FATFT	40	.329	50.00	11.44	1.80
FATMT			53.97	9.04	1.43
Paired Differences					
Mean	SD	SE of Mean	t-value	df	2-tail sig
	13.40	2.12	-1.88	39	.068

FATFT= female students' attitude toward their female teachers.

FATMT= female students' attitude toward their male teachers.

4.3. Male and Female Students' Attitude toward their Female Teachers

The data indicates that male students have high (positive) attitude toward their female teachers ($X=56.80$) while female students have low (negative) attitudes toward their female teachers ($X=50.00$). Besides, the t-value (2.61) shows that the difference is significant amounting to 0.011, which is less than 0.05. The standard error of mean is also less, which means that it is justifying (Hinkle, Wiersman and Jurs, 1994).

Table 3: Male and Female Students' Attitude toward their Female Teachers

Variable	Number of cases	Mean	SD	SE of Mean	
Male	31	56.80	10.10	1.81	
Female	40	50.00	11.44	1.80	
Variances	t-value	Df	2-tail sig	SE of Diff	CI for Diff
Equal	2.61	69	0.011	2.60	(1.611, 12.002)
Unequal	2.66	67.76	0.010	2.56	(1.691, 11.922)

4.4. Male and Female students' Attitude toward their Male Teachers

We can see here again from the data in Table 4 that male students have high attitude toward their male teachers ($X=55.09$) while female students have low attitudes toward their male teachers. ($X=53.97$) Besides, the dice is insignificant amounting to

0.591 which is greater than 0.05.

Table 4: Male and Female Students Attitude toward their male teachers

Variable	Number of cases	Mean	SD	SE of Mean	
Male	31	55.09	8.19	1.47	
Female	40	53.97	9.04	1.43	
Variances	t-value	Df	2-tailing	SE of Diff.	CI of Diff.
Equal	.54	69	.591	2.079	(-3.026,5.270)
Unequal	.55	67.27	.587	2.053	(-2.976,5.220)

4.5. Male Students Performance as Taught by Male and Female Teachers

Relatively speaking, male students performed better when taught by female teachers ($X=69.54$) than by male teachers ($X=67.29$). Here, we can see that the relationship between male students' attitude toward their teachers and their performance is strong. Meaning, we notice that male students have more positive attitudes toward their female teachers than to their male teachers, and their performance goes with the previous findings that indicate the positive relationship between attitude and performance.

Furthermore, the difference in mean is less and the t-value (0.85) indicates that there is no significant difference in the performance of male students as taught by male and female teachers.

Table 5: Male Students' Performance as Taught by Male and Female Teachers

Variable	Number of Pairs	2-tail sig	Mean	SD	SE of mean
MPFT	31	.001	69.54	13.91	2.49
MPMT			67.29	17.01	3.05
Paired difference		SE of Mean	t-value	df	2-tail sig
Mean	SD				
12.25	14.83	2.66	+85	30	.403

95% CI(-7.702, 3.185)

MPFT= male students' performance as taught by female teachers.

MPMT= male students' performance as taught by male teachers.

4.6. Female Students Performance as Taught by Male and Female Teachers

As it could be depicted from Table 7, there is a very significant difference in the performance of the female students when they are taught by male ($X=61.72$) and female ($X=55.80$). Female students, though they are found to be negatively oriented toward their teachers, have more negative attitude toward their female teachers than toward their male teachers. This is also manifested in their performance. Female students' performance as taught by female teachers becomes poor while it becomes satisfactory when taught by male teachers based on the Ministry of Education grade ratings.

Table 6: Ministry of Education Grade Ratings

Grade/ Score	Ratings
90-100	Excellent
80-89	Very Good
70-79	Good
60-69	Satisfactory
50-59	Poor
Below 50	Failure

Source: Ministry of Education in Genet (1998: 35).

The above finding, no wonder, matches with the other previous studies (Svanes, 1988; Cooper, Valentine, Nye and Lindsay, 1990; Wlodkowski, 1993).

Table 7: Female Students' Performance as Taught by Male and Female Teachers.

Variable	Number of Pairs	2-tail sig	Mean	SD	SE of Mean
FPFT	40	.033	55.80	12.90	2.04
FPMT			61.72	15.44	2.44
Paired Differences					
Mean= -5.92	SD= 16.44	SE of Mean2.6	T-value= -2.28	DF= 39	2-tail Sig.= .028

FPFT= female students' performance as taught by female teachers.

FPMT= female students' performance as taught by male teachers.

Besides, we can observe that the t-value is negative (-2.28) and that we can see that there is a tendency of decrease in the performance of female students as they are taught by female teachers. Relatively speaking, it has also a high significance (0.028), which is less than 0.05, and it has a low standard error of mean (2.601), which is regarded by researchers as an important one (Hinkle, Wiersman and Jurs, 1994).

4.7. Female and Male Students' Performance as taught by Female Teachers

Female students score poor grades when they are taught by female teachers while male students score satisfactory grade. Thus, it can be concluded that students with positive attitudes, other things being equal, surpass those with negative attitudes. It is also similar to other previous findings (Marsh, 1992).

Table 8: Female and Male Students' Performance as Taught by Female Teachers

Variables	Number of Cases	Mean	SD	SE of Mean	
Male	31	69.54	13.91	2.49	
Female	40	55.80	12.90	2.04	
Variances	t-value	df	2-tail sig	SE of Diff	95% of CI for Diff
Equal	2.586	69	.0150	3.19	(-.855, -11.865)
Unequal	2.571	62.12	.0151	3.22	(-.959, -11.940)

4.8. Male and Female Students' Performance as Taught by Male Teachers

Male and female students' performance gets higher when they are taught by male teachers. Female students with ($X=61.72$) and male students with ($X=67.54$). The difference in performance between male and female students is insignificant as it can be seen from Table 9.

Table 9: Male and Female Students Performance as Taught by Male Teachers

Variable	Number of cases	Mean	S. D.	SE of Mean	
Male	31	67.29	17.01	3.05	
Female	40	61.72	15.44	2.44	
Variance	t-value	df	2-tail	SE of Diff	95% CI
Male	1.47	69	.1549	3.864	(-5.886, 9.533)
Female	1.47	61	.1549	3.912	(-6.001, 9.648)

4.9. Male Students' Perception of their Male and Female Teacher Characteristics

As Table 10 depicts, male students have a low perception of their female teacher characteristics ($X=60.74$) while they have relatively a high perception of their male

teachers' characteristics ($X=66.35$). The perception difference male students have to their male and female teachers is significant ($t\text{-value} = -2.92$). The significance is also very high ($\text{sig.} = 0.007$) with a minimum standard error of mean.

It seems that male students' "understanding" of their teachers is inconsistent. They seem to be in favor of their male teachers as regards perception of teacher characteristics. They however become in favor of their female teacher characteristics as far as attitude is concerned.

Table 10: Male Students' perception of their Male and Female Teacher Characteristics

Variable	Number of Cases	2-tail sig	Mean	SD	SE of Mean
MPFTC	31	.113	60.74	9.78	1.75
MPMTC			66.35	8.01	1.43
Paired Differences					
Mean	SD	SE of	t-value	Df	2-tail sig
Mean			-2.92	30	.007
-5.6129	10.69	1.02			
95% CI(-9.538, -1.688)					

MPFTC= male students' perception of their female teacher characteristics.

MPMTC= male students' perception of their male teacher characteristics.

The data shows (that) as students' perception gets lower, their performance will get lower since the $t\text{-value}$ is negative (-2.92).

4.10. Female Students' Perception of their Male and Female Teacher Characteristics

Female students' perception of their male teacher characteristics is high

($X = 60.97$) but their perception of their female teachers' characteristics is low (negative), too. ($X = 55.22$). The tendency is that the t-value shows that the difference is almost significant (t-value = -1.78) and significance level of 0.083.

It seems that female students are consistent in evaluating their teachers, be it with regard to the attitude they have to their teachers and as the characteristics of their teachers. They seem to be in favor of their male teachers

Table 11: Female Students ' Perception of their Female and Male Teacher Characteristics

Variables	Number of pairs	2-tail sig	Mean	SD	SE of Mean
FPFTC FPMTC	40	.150	55.22 60.97	15.33 10.44	2.42 1.65
Paired Differences					
Mean	SD	SE of Mean	t- value	Df	2.tail sig
-5.7500	20.45	3.23	-1.78	39	.083
95% of CI (-12.294, .794)					

4.11. Male and Female Students Perception of their Female Teacher Characteristics

Male and female students have different perception to their teachers. Male students are found to have high ($X=60.74$) while female students are found to have lower perception ($X= 55.22$). The study also shows that the difference is not significant as such with (t-value = 1.75) and significance level of 0.085.

Table 12: Male and Female Students' Perception of their Female Teacher Characteristics

Variable	Number of Cases	Mean	SD	SE of Mean	
Male	31	60.74	9.78	1.75	
Female	40	55.22	15.33	2.42	
Variances	t-value	df	2 tail Sig	SE of Diff	95% CI of Diff
Equal	1.75	69	.085	3.16	(-.792, 11.825)
Unequal	1.84	66.79	.070	2.99	(-.462, 11.496)

4.12. Male and Female Students' Perception of their Male Teacher Characteristics

There is a strong variation between male and female students' perception of their male teachers. The t-value shows that the difference is significant (t-value = 2.38) the significance value is (sig = .020), which is one of the highest significance values we saw so far.

Male students perceive their male teachers more positively (X = 66.35) while female students perceive their male teachers less positive way. (X = 60.97).

Table 13: Male and Female Students' Perception of their Male Teacher Characteristics.

Variable	Number of cases	Mean	SD	SE of Mean	
Male	31	66.35	8.01	1.43	
Female	40	66.97	10.44	1.65	
Variances	t-value	df	2-tail sig	SE of Diff	95% CI for Diff
Unequal	2.38	69	0.020	2.265	(.860, 9.899)
Unequal	2.46	69	0.017	2.191	(1.008, 9.75)

4.13. Multiple Regression Analysis

4.13.1. Male Students' Performance as taught by Male Teachers and the Significance of the Variables Treated.

Male students' performance as taught by male teachers as a dependent variable is affected significantly by three independent variables. They are their attitude toward their male teachers, their perception of their male teachers' characteristics and their parental educational level. Parental occupation is found to be insignificant.

Besides, the three independent variables affect the students' performance positively. That is to say, as the students have positive attitudes, high perception of their teacher characteristics and the more their parents become educated, their performance gets high. When we compare the contribution (significance) of the three independent variables, male students' perception of their male teacher characteristics is the most significant (0.0077) followed by male students' attitude toward their male teachers (0.0489) and parental educational level (0.0501).

Furthermore, the R^2 shows that 42% of the result is justified by the mentioned independent variables ($R^2 = 0.424873$) with $F(4,26) = 4.8018$ [0.0049] which is very significant since it is less than 10%. The standard error of mean, however, is high ($a = 13.8627$).

Table 14: Male Students' performance as taught by male teachers and the Significance of the Variables Treated

Variable	Coefficient	Std. Error	t- value	t- prob	Part Ry
Constant	111.27	26.260	4.237	0.0003	0.4085
MAMT	0.74738	0.36176	2.066	0.0489	0.1410
MPMTC	1.0017	0.34670	2.889	0.0077	0.2430
PO	1.4553	1.0474	1.389	0.1765	0.0691
PEL	4.2370	2.0619	2.055	0.0501	0.1397
Ry = 0.424873 F=(4,26) = 4.8018 [0.0049] a = 13.8627 DW = 2.62					

4. 13.2. Male Students' Performance as taught by Female Teachers and the Significance of the Variables Treated.

Among the four independent variables treated three of them are found to be significant. They are male students' attitude toward their female teachers, their perception of their female teacher and their parents' occupation. This is similar to other findings (Edward and Allen, 1992; Ballantine, 1993). However, the parents' educational level in this aspect is found very insignificant (0.9491).

The independent variables except parents' educational level are explanatory ($R^2 = 0.439551$). Hence, the R^2 shows that 43% of the results are explained by the variables. The f-texts, on the other hand, shows that it is extremely important ($F (4.26) = 5.0978$ [0.0036] which is less than 10%. Nevertheless, the standard is relatively high.

Table 15: Male students performance as taught by Female Teachers and the Significance of the Variables Treated

Variable	Coefficient	Std Error	t-value	t-prob	part Ry
Constant	152.09	23.483	6.477	0.000	0.6173
MAFT	0.7809	0.34261	2.184	0.0382	0.1550
MPFTC	0.87270	0.34325	2.543	0.0173	0.1991
PO	2.7726	1.1260	2.462	0.0208	0.1891
PEL	0.84004	1.3037	0.064	0.9491	0.0002
Ry = 0.43951 F = (4.26) = 5.0978 [0.0036] a = 13.6215					

When we observe the significance of the independent variables, we notice that male students' perception of their female teachers is the most significant one (sig = 0.0173) followed by parents' occupation (sig = 0.0208) and attitude toward their female teachers (Sig = 0.0382).

4.13.3. Female Students' performance as taught by Male Teachers and the Significance of the Variables Treated

Three of the four independent variables are significant. Female students' attitude toward their teachers (sig = 0.0064), which is less than 0.04; female students' parental educational level (sig = 0.0130) and female students' perception of their male teacher characteristics (sig = 0.0334).

As we can see from Table 16, attitude as an independent variable has the most significant contribution to female students' performance. The next most significant variable is female students' parental educational level. This is similar to other findings (Genet, 1998).

Table 16: Female Students performance as taught by male teachers

Variable	Coefficient	Std error	t-value	t- prob	Part Ry
Constant	149.33	21.740		6.599	0.0000
0.6244					
FAMT	2.8097	0.95006	2.957	0.0064	0.2447
FPMTC	0.74469	0.33222	2.242	0.0334	0.1569
PO	1.2872	0.94285	1.365	0.1809	0.0506
PEL	0.86717	0.32615	2.659	0.0130	0.2075
Ry = 0.439461 F = (4,35) = 7.056 [0.0012] a = 13.3679					

The three variables explain about 43% of the result. Besides, the F-test shows that it is very significant $[F (4,35) = [0.0012]]$ which is far less than 10%. The standard error, however, is relatively high.

4.13.4. Female Students' Performance as taught by Female Teachers and the Significance of the Variables Treated

Table 17 shows that only two variables are found to be significant as we try to explore the significance of variables. These are parental educational level and female students attitude toward their female teachers with a significance value of (sig = 0.0442) and (sig = 0.0235) respectively. The rest two variables viz., parental occupation and their perception of female teachers characteristics are insignificant.

Table 17: Female Students' performance as taught by female Teacher and the Significance of the Variables Treated

Variable	Coefficient	Std error	t-value	t-prob	part Ry
Constant	135.429147	24.843045	5.451	0.0000	0.43721
FAFT	0.863791	0.359871	2.400	0.0235	0.406826
FPFTC	0.445596	0.349778	1.274	0.2135	0.214583
PO	0.57734	1.1788	0.490	0.6274	0.0068
PEL	2.195692	1.040496	2.110	0.0442	0.336195

The independent variables are not as such explanatory for the R^2 is less i.e. it explains about 38% of the result. The F-test is also weak because it is more than 10%.

To sum up, this study was undertaken to explore the attitude of students toward their teachers and its relationship with their performance. In the analysis of the problem, five major issues were raised and the findings are the following.

As far as attitude is concerned, male students are found to have positive attitude toward their male and female teachers. This is similar to other previous findings that concluded male students are positively oriented toward their male and female teachers (Bernard, Elsworth, Keefauver and Nayler, 1981). However, the present study shows that male students have slightly more positive attitude toward their female teachers than toward their male teachers.

On the contrary, female students are found to have negative attitude toward their male and female teachers. This coincides with other previous findings that show female students are negatively oriented toward their male female teachers (Ludwig, 1983). It is, however, possible to see from the data available that female students demonstrate slightly more negative attitude toward their female teachers than toward their male teachers.

With regard to performance, male students' performance becomes satisfactory as they are taught by male and female teachers but it relatively becomes more satisfactory when they are taught by female teachers. Female students' performance, on the other

hand, becomes poor when they are taught by female teachers but it gets satisfactory when they are taught by male teachers. Thus, we can see the association between attitude and performance. In other words, we observe that as attitude becomes higher or relatively higher, the performance, too, similarly increases and vice versa.

As far as students' perception of teacher characteristics is concerned, male students have low perception of their female teacher characteristics but high perception of their male teacher characteristics. Female students, on the other hand, have low perception of their male and female teacher characteristics.

Parental occupation, on the other hand, has a weak effect on the performance of both male and female students' performance except when they are taught by female teachers. In a different pattern, parental educational level has a strong effect on the performance of female students whomsoever they are taught by. This has a similarity with other findings (Genet, 1998). Male students' parental educational level, however, becomes significant when they are taught by male teachers but insignificant when they are taught by female teachers.

CHAPTER FIVE

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSION

Female students are found to be negatively oriented towards their teachers and their performance also coincides with their negative orientation. Hence, their attitudes are negative and their performance is also lower in comparison with the male students' performance.

Male students' performance does not show much variation whether they are taught by male or female teachers. And, they are positively oriented toward their teachers. Their performance is high compared to females.

Female students' performance demonstrates a different pattern. It becomes satisfactory when they are taught by males, perhaps, due to their less negative attitude. It, however, gets poor as they are taught by female teachers.

Male students perceive their male and female teachers' characteristics positively (high)

Female students perceive their female teachers negatively but they perceive their Male teachers positively.

Parental educational level affects female students' performance whether they are

taught by male or female teachers while it affects male students' performance only when they are taught by male teachers. Parental occupation affects only male students' performance when they are taught by female teachers. Otherwise it has been found to be a weak predictor of performance.

5.2. RECOMMENDATIONS

Students' attitude toward their teachers has effects on the students' performance; and hence, institutions, colleges and universities should make their prospective teachers aware of the fact that attitude is reciprocal.

Teacher characteristics has a very strong impact on the students' performance; therefore, educational institutions should try to develop the necessary teacher characteristics.

Parents should be told that they have to make every effort to change the negative attitude of their daughters for attitudes are resilient.

As the educational level of parents affects the performance of students, school should create situation where they can help children of the unlettered and low academic level by, say, organizing tutorial classes.

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Appendix A

Questionnaire I

Dear student! The purpose of this study is to explore your attitude toward your male and female English teachers. Each of your responses means a lot of things. Please fill the questionnaire carefully. I assure you that your responses will be kept confidential.

Instruction! Put a tick mark on your choices

Name _____ Grade _____ No. _____ Age _____ Sex _____

1	I love my female teacher because she is affectionate.	strongly agree	agree	Undecided	Disagree	Strongly disagree
2	I like my female teacher because she is cheerful.					
3	I like my female teacher because she is kind.					
4	I like my female teacher because she does not use harsh language.					
5	I love my female teacher because she is compassionate.					
6	I like my female teacher because she is tolerant.					
7	I do not like my female teacher because she is careless.					
8	I love my female teacher because she shows special affection to very young students.					

9	I like my female teacher because she is tender.					
10	I like my female teacher because she is shy.					
11	I like my female Teacher because she is sympathetic.					
12	I do not like my female teacher because she could be cheated easily.					
13	I like my female Teacher because she is honest.					
14	I like my female teacher because she speaks softly.					
15	I like my female Teacher because she does not get Angry easily.					
16	I like my female teacher because she is understanding.					
17	I like my female teacher because she is enthusiastic.					
18	I do not like my female teacher because she is dependent.					
19	I do not like my male teacher because he is aggressive.					
20	I like my male teacher because he manages the class easily.					
21	I like my male teacher because he is ambitious.					

22	I like my male teacher because he is analytic.					
23	I do not like my male teacher because he speaks more about himself.					
24	I do not like my male teacher because he gets angry easily.					
25	I like my male teacher because he Explains things clearly.					
26	I do not like my male teacher because he is dominant.					
27	I do not like my male teacher because he is forceful.					
28	I like my male teacher because he is independent.					
29	I do not like my male teacher because he is individualistic.					
30	I like my male teacher because he can give orders and see the application of the orders in the class.					
31	I like my male teacher because he can decide easily.					
32	I like my male teacher because he can not be cheated easily.					

33	I do not like my male teacher because he is assertive.					
34	I like my male teacher because he takes a stand.					
35	I like my male teacher because he takes a risk.					
36	I do not like my male teacher because he uses a harsh language.					

Appendix B

Questionnaire II

Dear Student! The purpose of this study is to understand your perception of your English language teachers. All of your responses are worth considering. So, please, answer all questions carefully. Put a tick mark (✓) in the boxes of your choices.

Name _____ Grade _____ No. _____ Age _____ Sex _____

1. My female teacher brings many questions that could encourage the participation of many students.

A. Always B. Often C. Sometimes D. Very Rarely E. Not at all

2. My female teacher tells a joke before the lesson starts.

A. Always B. Often C. Sometimes D. Very Rarely E. Not at all

3. My female teacher brings questions that have connections with the previous lesson.

A. Always B. Often C. Sometimes D. Very Rarely E. Not at all

4. My female teacher encourages me to ask questions and express my opinion.

A. Always B. Often C. Sometimes D. Very Rarely E. Not at all

5. My female teacher entertains my questions.

A. Always B. Often C. Sometimes D. Very Rarely E. Not at all

6. My female teacher gives satisfactory answers to my questions.

A. Always B. Often C. Sometimes D. Very Rarely E. Not at all

7. My female teacher comes up with ideas that have connection to the lesson.

A. Always B. Often C. Sometimes D. Very Rarely E. Not at all

8. My female teacher explains things clearly.

A. Always B. Often C. Sometimes D. Very Rarely E. Not at all

9. My female teacher pays attention to my questions and answers.

A. Always B. Often C. Sometimes D. Very Rarely E. Not at all

10. My female teacher gives me useful and necessary comments.

A. Always B. Often C. Sometimes D. Very Rarely E. Not at all

11. My female teacher gives clear instructions.

A. Always B. Often C. Sometimes D. Very Rarely E. Not at all

12. My female teacher tells us what is expected of students clearly.

A. Always B. Often C. Sometimes D. Very Rarely E. Not at all

13. My female teacher tells us that our personal effort is very important for our performance.

A. Always B. Often C. Sometimes D. Very Rarely E. Not at all

14. My female teacher makes use of teaching aids.

A. Always B. Often C. Sometimes D. Very Rarely E. Not at all

15. My female teacher is honest.

A. Always B. Often C. Sometimes D. Very Rarely E. Not at all

16. My female teacher helps those students who have problems.

A. Always B. Often C. Sometimes D. Very Rarely E. Not at all

17. My female teacher follows me whether I failed to keep up in class or not.
- A. Always B. Often C. Sometimes D. Very Rarely E. Not at all
18. My female teacher is fair in marking.
- A. Always B. Often C. Sometimes D. Very Rarely E. Not at all
19. My female teacher distributes questions to all of us equally.
- A. Always B. Often C. Sometimes D. Very Rarely E. Not at all
20. My female teacher is impartial in commenting students.
- A. Always B. Often C. Sometimes D. Very Rarely E. Not at all
21. My male teacher brings many questions that could encourage the participation of many students.
- A. Always B. Often C. Sometimes D. Very Rarely E. Not at all
22. My male teacher tells a joke before the lesson starts.
- A. Always B. Often C. Sometimes D. Very Rarely E. Not at all
23. My male teacher brings questions that have connections with the previous lesson.
- A. Always B. Often C. Sometimes D. Very Rarely E. Not at all
24. My male teacher encourages me to ask questions and express my opinions.
- A. Always B. Often C. Sometimes D. Very Rarely E. Not at all
25. My male teacher entertains my questions.
- A. Always B. Often C. Sometimes D. Very Rarely E. Not at all
26. My male teacher gives satisfactory answers to my questions.
- A. Always B. Often C. Sometimes D. Very Rarely E. Not at all

27. My male teacher comes up with ideas that have connection to the lesson.
- A. Always B. Often C. Sometimes D. Very Rarely E. Not at all
28. My male teacher explains things clearly.
- A. Always B. Often C. Sometimes D. Very Rarely E. Not at all
29. My male teacher pays attention to my questions and answers.
- A. Always B. Often C. Sometimes D. Very Rarely E. Not at all
30. My male teacher gives me useful and necessary comments.
- A. Always B. Often C. Sometimes D. Very Rarely E. Not at all
31. My male teacher gives clear instructions.
- A. Always B. Often C. Sometimes D. Very Rarely E. Not at all
32. My male teacher tells us what is expected of students clearly.
- A. Always B. Often C. Sometimes D. Very Rarely E. Not at all
33. My male teacher tells us that our personal effort is very important for our performance.
- A. Always B. Often C. Sometimes D. Very Rarely E. Not at all
34. My male teacher makes use of teaching aids.
- A. Always B. Often C. Sometimes D. Very Rarely E. Not at all
35. My male teacher is honest.
- A. Always B. Often C. Sometimes D. Very Rarely E. Not at all
36. My male teacher helps those students who have problems.
- A. Always B. Often C. Sometimes D. Very Rarely E. Not at all

37. My male teacher follows me whether I failed to keep up in class or not.

A. Always B. Often C. Sometimes D. Very Rarely E. Not at all

38. My male teacher is fair in marking.

A. Always B. Often C. Sometimes D. Very Rarely E. Not at all

39. My male teacher distributes questions to all students equally.

A. Always B. Often C. Sometimes D. Very Rarely E. Not at all

40. My male teacher is impartial in commenting students.

A. Always B. Often C. Sometimes D. Very Rarely E. Not at all

Appendix C

Interview Questions

1. Who do you live with?
2. What do your parents do for a living?
3. Are your parents educated? To what level?

Appendix D

Background Information of the Students based on the Interview conducted.

Female Students' parental occupation

Occupation	No	Percent
Unemployed	6	15
Labourer	5	12.5
"Gullit"	4	10
Weaver	2	5
Tailor	2	5
Driver	3	7.5
Merchant	16	40
Engineer	2	5
Total	40	100

Male Students' Parental Occupation

Occupation	No.	Percent
Unemployed	7	22.6
Labourer	2	6.4
"Gullit"	1	3.1
Weaver	4	12.8
Tailor	2	6.4
Driver	1	3.1
Merchant	12	39.2
Engineer	2	6.4
Total	31	99.0

Female students' parental educational level

Educational level	No.	Percent
Illiterate and basic literacy	14	35.0
1-6	16	40.0
7-8	4	10.0
9-12	4	10.0
12+	2	5.0
Total	40	100.0