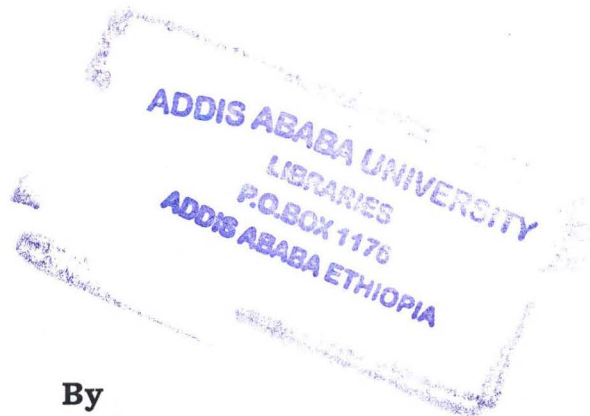


**RELATIONSHIP OF TEACHER SELF CONCEPT TO TEACHER  
BEHAVIORS AND STUDENTS EDUCATIONAL OUTCOMES  
AT FIRST CYCLE PRIMARY SCHOOLS OF FOGERA  
AND LIBOKEMKEM WOREDAS**



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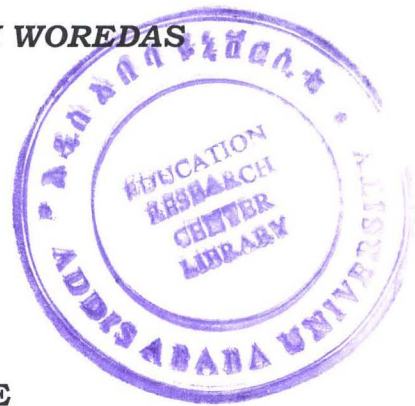
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ABERA GOBIE**

**MARCH 2007**

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**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES IN  
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF  
MASTER OF ART IN PSYCHOLOGY**

**MARCH 2007**

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## ACKNOWLEDGEMENTS

First and foremost, I would like to express my deepest heart felt gratitude to my advisor Dr. Mohan Raju, the associate professor and respected advisor in A. A. U, for his unreserved help in commenting, correcting and encouraging my thesis work. Indeed the development and completion of this work have been impossible without his proper guidance.

I would like to extend my appreciation to my colleague Ato Assefa Woubalem for his invaluable comments and suggestions he rendered me throughout my work. At last but not least my deep appreciation also extended to my wife w/ro Atsede Maru; my Father Ato Gobie Egigu and my Mother w/ro Agernesh Gatie for their moral and financial support throughout my stay in A. A. U. Besides financial and moral support, I would like to extend my special thanks to w/ro Atsede Maru who carefully typed and edited my thesis.

## ABSTRACT

This study aims to examine the relationship of teacher self concept to teacher behaviors and students educational outcomes at first cycle primary schools of *Fogera* and *Libokemkem woredas*. To do this, 460-4<sup>th</sup> grade students (230-girls and 230-boys) were selected by using systematic random sampling techniques. Besides, 46-teachers (21-females and 25-males) were purposely selected. The sample consisted of an intact 1-teacher and 10-students per class. These participants were measured using different questionnaires which focused on dimensions of teacher self concept, teacher behaviors and student educational outcomes. The data collected through these instruments were analyzed using Pearson product moment correlation coefficients.

The results revealed that there was no significant relationship between teacher self concept to teacher leadership style dimensions. Likewise, significant association was not observed between teacher self concept and teacher use of power dimensions (except the relationship between teacher social self concept to teacher use of reward power). Significant correlation was obtained between teacher pedagogical self concept with all of the students educational outcomes (except students attitude toward peers). Similarly, significant relationship was obtained between teacher social self-concept with students motivation to learn and attitude toward teachers. Significant association was also observed between teacher administrative self-concept with students motivation to learn. Other significant correlation was obtained between teachers leadership styles like initiating structure and consideration with student self concept. On the contrary, there was no significant association between teachers use of power and students educational outcome dimensions. Thus, concerned bodies need to give due attention on the variables under studied to enhance students educational outcomes.

# CHAPTER ONE

## 1. INTRODUCTION

### 1.1 BACK GROUND OF THE STUDY

It is not an exaggeration to say that the literature on teaching is a morass of ill-defined and changing concepts. Investigators have examined teacher personality traits, behaviors, attitudes, values, abilities, competencies and many other characteristics. A host of measuring instruments has been employed. The results of teaching have been studied in terms of student achievement, attitudes, socio-economic status, adjustment, and creativity. Despite all this activities and thousands of studies conducted in the last fifty years, common denominators and agreed on generalizations are hard to come by (Waxman and Walberg, 1991). Similarly in the last two decades a revolution has occurred in the definition of good teaching and the psychological characteristics of teachers proved to be poorly related to what teachers actually did in the classroom. This directed researchers to begin studying the impact of specific teacher behaviors on the specific cognitive and affective behaviors of their students. The term "good teaching" changed to "effective teaching" and the study of teachers turned to research on their effects on students (Borich, 1988).

Teacher quality plays a crucial role in the implementation of changes for effective school and has long been a focus in the field of contemporary effective school researches (Ashton, 1984; Ashton et.al, 1983; Guskey, 1986, in Chui-Chun et.al, 1992). After review of a considerable amount of teacher effectiveness research, Burns (1984) concluded that few of the findings of these researches were solid and replicable. He postulated that diverse nature of teachers' role had made it impossible for us to identify a reliable, objective, universal criterion of teacher effectiveness. Despite all this, he suggested that a major trend emerged, good pupils educational outcomes required teachers to establish satisfactory human relationships with the learners and to create a warm, supportive learning

students toward achieving the set educational goals (Pendese, 1984, in Chui-Chun et.al, 1992). Thus, if the classroom is taken as an organization, teachers' leadership behaviors and their use of powers are two of the many important behaviors that influence students' educational outcomes (Cheng, 1991). However research on the relationship between teacher behavior and student achievement may not be as linear as is some times suggested and a simple relation between teacher behaviors and student achievement and learning cannot be expected. Because, many variables influence students learning directly or indirectly (Creemers, 1994). Fraser et.al (1987, in Creemers, 1994) concluded that teacher behavior even though, it is studied very frequently, does not contribute substantially to students' achievement.

Similarly, the effect of teacher leadership and powers on academic achievement is not so direct. It seems that teacher leadership may affect students learning attitude and social behavior before it can influence students' achievement. Therefore, it may be more appropriate to use students' affective performance such as students' self-concept, motivation to learn, attitude towards peer, teacher, and school as positive indicators of educational outcomes instead of academic achievement as indicators in studying the direct relationship between teacher leadership and student performance (Cheng, 1991). The classroom environment that is created may vary from authoritarian (where the teacher is the primary provider of information, opinions, and instructions) to laissez-faire (in which the students become the primary provider of information, opinion, and instruction). Between these extremes lies the middle ground in which teachers and students share responsibilities, students given freedom of choice and judgment under the direction of the teacher (Borich, 1988).

Students' educational outcomes which include student self-concept, motivation to learn, attitude towards peers, teachers, and school are discussed as follows. There are quite a number of researchers showing that students self concept is directly related to their academic performance (Rust and Varidegriff, 1985;

Vereen, 1980, in Chui-Chun et.al, 1992). Besides, Borich (1988) reported that an increase in self concept is believed to have a positive result on behavior, either directly on school achievement or indirectly on one's ability to relate others, to cope with problems, and to be successful in life. A positive self concept is valued as a desirable outcome in many educational settings and is frequently posited as a mediating variable that facilitates the attainment of other desired outcomes such as academic achievement (Marsh, 1990, cited in Silins and Murray-Harvey, 2000).

Students inevitably are drawn to compare their performance with each other; competition among peers leads students to emphasize performance incentives (Winne, 1991). Students who perceive their classroom morale as friendly, satisfying, goal directed and challenging and their classroom as having the required materials tend to learn more. Those who perceive peers as cliques, disorganization, apathy, favoritism and friction learn less (Walberg, 1991). The relationships of peers have a significant mediating role in learning. If students view him that way, he is more likely to preserve and attempt to engage in deeper learning and understanding of content (Shavelson et.al, 1976). Class productivity was positively correlated to class cohesiveness. These show that students' relationships with in the class are influential to their learning (Ip, 1976, in Chui-Chun et.al, 1992).

Students attitude toward the teacher are primarily important in the learning situation (Travers, 1963; Beaumont, 1949). A considerable amount of evidence has been collected in relation to children view of teachers (Pollard et.al, 2002). Much of the evidence suggested that children like teachers who make them learn. They expect teachers to teach by which they seem to mean to take initiatives, to be incontrollable and to provide interesting activities. They also like teachers who are prepared to be flexible, to respond to the different interests of the individuals in the class and to provide some scope for pupil choice. Over all, it seems that children like teachers who are firm, flexible, fair

and fun. Students who like their teachers exert more effort to please their teachers. If they also believe their teachers expect them to learn they try harder to learn what their teachers are attempting to teach (Mathews, 1984). He also reported that positive relationship with students should be viewed as a means by which teachers can increase the likelihood students will work harder to reach higher level of academic performance.

Students' attitude toward school has an impact on the process of learning. By the time students come to school they start to develop attitudes (favorable or un-favorable) toward school. Favorable attitudes make students to learn more; and particularly crucial to facilitate learning in school (Sorenson, 1964). There is evidence to suggest that students' feelings about their experience of the school environment contribute to shaping their educational plans (Ainely et.al, 1991, in Silins and Murray-Hurvey, 2000) and are presumed to influence their learning.

Students' motivation to learn is a key factor in students learning. A less able student who is highly motivated can achieve greater success. Students who are highly motivated, what we have to do is maintained their motivation (Reece and Stephen, 2003). Students who are motivated to pass with minimum effort and satisfied to meet with minimum standards are likely to target their learning to the bare essentials, reproducing information through rote learning (Biggs, 1987, in Silins and Murray-Hurvey, 2000). Students who are motivated in what being learned search for meaning by reading widely and relating new material to previous knowledge to develop competence in their learning. Students who are motivated to achieve high grades and seek ego-enhancement are likely to organize their time, energy, and resources efficiently; that is to behave as model students. Such students exhibit an achieving approach to learning (Silins and Murray-Harvey, 2000).

Most of the researches of the above variables have been conducted in elementary grade levels, where one expect more social, psychological and

humanistic factors to be observed, recorded, and recommended as effective (Orenstein, 1991). Similarly, the relationship of teacher self concept to teacher behaviors and students educational outcomes were intended to be explored at first cycle primary schools of *Fogera* and *Libokemkem Woredas* in the present study. Because it is also assumed that the above ideas prevail in the elementary schools of study areas.

## **1.2 STATEMENT OF THE PROBLEM**

A. Teacher self concept:- One can understand that teachers self concept influence their own behaviors and attitudes in the classroom when interacting with students. It should be noted that teachers exhibit a great variety of characteristics and attitudes in the class (Chui-Chun et.al, 1992). Good performance on your part begins with teacher's awareness of your own self-concept and its influential role in the formation of students self concept. A teacher's positive concept of self will encourage good self concept in students, if the teacher allows a warm and encouraging attitude to come through in words and actions (Borich, 1988).

B. Teacher Behaviors:- To consider the relationship between teacher and students from an organizational perspective, it may be helpful to re-conceptualize the research on classroom process. A classroom including a group of students and their class teacher is in it self a small social organization, in which the class teacher is often assumed to be the leader and students the follower (Maehar, 1990, in Cheng, 1991). If we accept this line of thinking, the social interactions between students and their class teacher may be studied in terms of organizational behaviors such as leadership style and use of powers (Cheng, 1991).

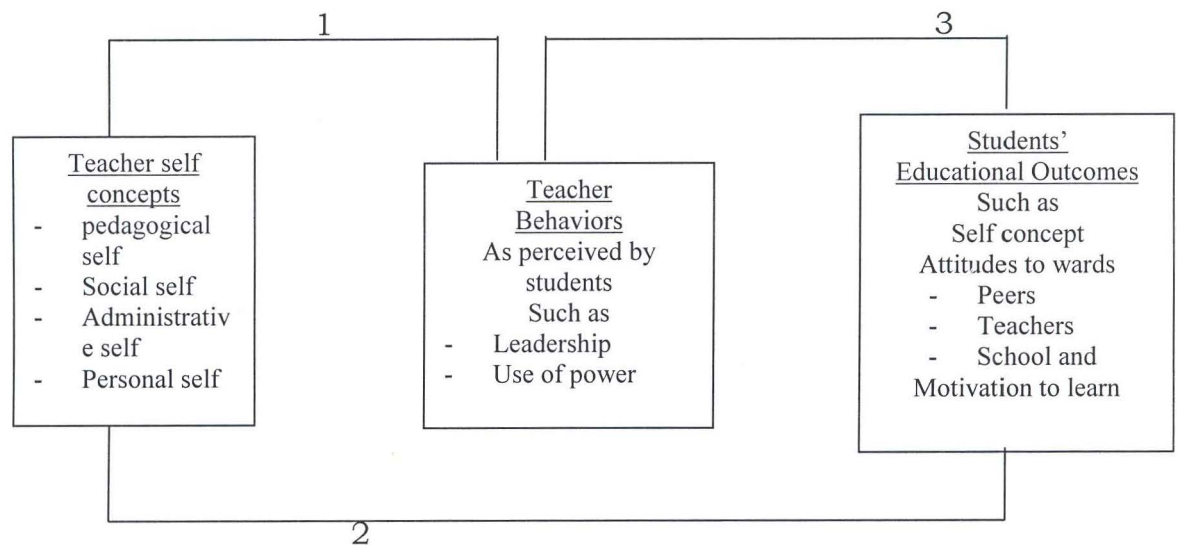
Teacher behaviors refer to overall leadership and use of powers of the teacher as perceived by his/ her class. The leadership styles included are initiating structure and consideration. Use of power refers to an agent's potential influence over the attitudes and behaviors of one or more designated target

persons (Yukl, 1989, cited in Chui-Chun et.al, 1992). Use of power includes legitimate power, reward power, coercive power, expert power and reference power (French and Raven, 1968, in Chui-Chun et.al, 1992).

As a leader, the teachers' leadership style and behaviors significantly influence the performance of students. If we believe teachers can make a difference in educational outcomes, then teachers leading role seems to be critically important in forming a learning environment and facilitating students' affective development (Cheng, 1991). As a leader, teachers' leadership style and behaviors significantly influence the performance of students (Harry et.al, 1968; Witchall, 1949, cited in Chui-Chun et.al, 1992). Cheng (1991) agreed to the above cited views and suggested that teachers' leadership styles will influence students' behaviors with in the internal teaching context.

C. Students Educational Outcomes: it can be classified as the behavioral level and attitudinal level. Regarding this Cheng and Ng (1991, in Chui-Chun et.al, 1992) suggested that the educational outcomes at the behavior level like students academic achievement should not be taken as the only means to evaluate the classroom process effectiveness. They viewed that attitudinal indicators are better tools to measure the classroom process outcomes because behaviors mostly affected by attitudes. Similarly, Fiedler (1975, in Chui-Chun et.al, 1992) also proposed that it is valuable and fruitful to utilize students' perceptions and feelings as assessment means of classroom process. Cheng and Ng (1991, in Chui-Chun et.al, 1992) further suggested that attitudinal indicators may include students self concept, motivation to learn, attitude towards peer, teacher and school.

So far it is described about teacher self concept, teacher behaviors and students educational outcomes. Now let me discuss the relationship among these variables.



**Figure 1: Theoretical frame work of the study Chui-Chun et.al, 1992.**

The frame work, (inspired from the work of Cheng, 1991) by Chui-Chun et.al (1992) outlined in figure 1 above is the basis of the conceptual framework of the present study. It should be noted that although some researchers have done to support the relationship between teachers belief and teacher behaviors (e.g., Inlow, 1972; Wolof and Schultz, 1981, in Chui-Chun et.al, 1992), not much work has been done to explore the relationship between teacher self concept and teacher behaviors (relationship (1) marked in figure 1). Moreover the literature reviewed so far only suggested that researcher, like Tonelson (1981, in Chui-Chun et.al, 1992) has worked on the relationship between teacher self concept and classroom learning atmosphere. However, very few work has been done to investigate the relationship between teacher self concept and the attitudinal variables of students educational outcomes (relationship (2) marked in figure 1). Thus, in order to support the frame work outlined in figure 1, it is necessary to investigate the above mentioned two possible relationships. Relationship (3) marked in the figure will also be pursued in order to strengthen there relationships (1) and (2) mentioned above.

The above theoretical framework that shows the relationships among variables, also strengthened by research outcomes. For instance, Chui-Chun et.al (1992) reported that the relationship between teacher self concept and their use of

leadership style indicated that teachers administrative self is significantly correlated with students perception of their use of initiating structure leadership style. This finding suggested that teachers who perceive themselves as good in school administration are viewed by their students to use more initiating structure leadership in their classroom. On the other hand, teachers' use of consideration leadership style is also significantly associated with their social, personal and pedagogical self.

The work of Ho (1988; Cheng and Ng (1991, cited in Chui-Chun et.al, 1992) reported that teachers leadership and use of powers associated with the attitudinal variables of students educational outcomes. Supporting these findings, Cheng (1991) postulated that students' perception of teacher leadership styles and use of powers would influence their educational outcomes in terms of self concept, motivation to learn, attitude towards peer, teacher and school. He further suggested that when a class teacher can establish communication channels, set up working procedures, emphasize achievement of goals for the class, develop friendly, trustful and respectful relationships with students and use his/her own professional knowledge, skills, personality and charisma but not punishment to influence students, then students may tend to perceive that teachers are supportive and innovative, on teaching, can complete a planned task and demand clear rules in classroom management. Chui-Chun et.al (1992) demonstrated that teacher leadership styles affected the learning attitudes and performance of students. Teachers use of consideration leadership was positively correlated with all the educational outcomes in terms of students self concept, motivation to learn, and attitude towards peer, teacher and school. When teachers adopt the consideration leadership in class, a warm relationship can be established. Such relationship will facilitate students' positive development of self concept and their attitude towards peer, teacher and school. Burns (1984) and Lewis (1964) also shared similar views on the findings above. On the other hand the use of initiating structure leadership is significantly correlated with students' motivation to learn (Ho, 1988, in Chui-

Chun et.al, 1992). Cheng and Ng (1991, in Chui-Chun et.al, 1992) also shared similar views.

Students self concept was observed to be significantly related to teachers' consideration leadership and use of reference and reward power. The use of powers and leadership styles are highly correlated with teachers' social, pedagogical and personal self. These findings suggested that students self concept is also strongly associated with teacher social, pedagogical and personal self. Those teachers' leadership style and use of powers that are significantly related to students' attitude to peers, teacher and school are also correlated to teachers' social, pedagogical, and personal self. Thus, when teachers perceive themselves as more sociable and positive in their teaching, their pupil might in turn hold a more positive attitude towards their peers, teachers and school (Chui-Chun et.al, 1992). Besides, they also examined that consideration and initiating structure leadership are correlated significantly with students' motivation to learn. Reference and reward powers were relatively more significant in relating to students motivation to learn than legitimate power. Similarly, teacher behaviors are strongly associated with four dimensions of teacher self concept. Based on the findings, they concluded that all four self-concept dimensions are highly correlated with students' motivation to learn.

Thus, they summarized that when teachers perceive themselves as socially and pedagogically sound as well as possessing good personal qualities as teachers, they will probably use more consideration leadership and reward power in class and their students will presumably be positive in self concept, possessing good attitude towards their peers, teachers and school, and highly motivated in learning.

Although various efforts have been made by various scholars in examining the relationship of these variables, local research in the study area is scant. So examining this type of problem seems to be timely and valuable to make aware

of stockholders and to enhance students' educational outcomes. As a result the researcher aimed to explore the relationship of teacher self concept to teacher behaviors and students educational outcomes at first cycle primary schools of *Fogera* and *Libokemkem woredas*. Therefore, to pursue the work the following research questions were formulated.

1. Is there a significant relationship between teacher self-concept and teacher behaviors?
2. Is there a significant relationship between teacher self-concept and students educational outcomes?
3. It there a significant relationship between teacher behaviors and students educational outcomes?

### **1.3. PURPOSES OF THIS STUDY**

The objectives of this study were

1. To examine the relationship between teacher self concept and teacher behaviors.
2. To investigate the relationship between teachers self concept and students educational outcomes.
3. To discover the relationship between teacher behaviors and students educational outcomes.

### **1.4. SIGNIFICANCE OF THE STUDY**

The exploration through the current study might provide valuable information to educational decision makers at various levels, school principals in discharging their daily management duties. They might be more aware of the importance of developing positive self concept of teachers. The established results might also provide useful inspirations of teachers to develop their profession, which includes elements that encourage effective classroom teaching and positive self development of teachers in various specific self concept dimensions. Moreover, it helps teachers to be aware of the impact of their self concept as well as their behaviors on students. Indeed, if all the

parties working in the school do really recognize the significance of teacher self concept, their inputs to the education system will then be more rewarding (Chui-Chun et.al, 1992).

To sum up, the study would enable to maximize the awareness of the various stockholders about the crucial importance of the above variables and their sub-dimensions for the enhancement of students' educational outcomes. At last but not least, it paves the way for researchers who are interested in this area to pursue their work.

### **1.5. DELIMITATION OF THE STUDY**

The study was delimited to examine the relationship of teacher self-concept, teacher behaviors and students educational outcomes at first cycle primary schools in the study areas.

Teacher self concept explored in this study includes four dimensions. These are personal, pedagogical, social, and administrative self. On the other hand, teacher behaviors encompass teacher leadership styles and use of powers. The two dimensions of leadership styles are initiating structure and consideration. The five dimensions of teacher use of powers are legitimate power, reward power, coercive power and reference power. The other variables explored in this study are five dimensions of educational outcomes which measure students' affective performance. These are student academic self concept, their motivation to learn, attitude toward peers, teachers and school.

While the researcher was reading about student self concept, the idea came to his mind to examine teacher self concept, its relation with other variables. It is common that leadership is mostly understood in organizational contexts, but everyday teachers in the classroom play a leading role which would be assessed and understood clearly. Moreover, scholars like Cheng and Ng (1991, in Chui-Chun et.al, 1992) categorized student educational outcomes in to two. These are the behavioral and attitudinal level. Educational outcomes at the behavioral

level like students academic achievement should not be taken as the only means to evaluate the classroom process effectiveness. Attitudinal indicators are better tools to measure the classroom process outcomes because behaviors are mostly affected by attitudes. Hence the study delimited to attitudinal indicators. Furthermore, local studies in the country in general and in the study areas in particular are absent. These pieces of observations initiate the researcher to examine this research problem.

Most of the studies were conducted on elementary school students because one would expect more social, psychological, humanistic factors to be observed, recorded, and recommended as effective (Ornstein, 1991). Moreover, primary education being the base of formal education pyramid has been viewed as the most crucial education level in the formal system because any un-solved problem at this level would be automatically reflect at the secondary and tertiary level (Yalokwu, 2001). Thus, the researcher also conducted this study in 4<sup>th</sup> grade students because he assumed that more social, psychological, factors would be observed in this grade level students. Besides, as it is indicated, it is the base of formal education pyramid. However, 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> grade students were not included in the study. Because the researcher assumed that students might not fully understand and respond the questionnaire properly.

The study was conducted at *Fogera* and *Libokemkem woredas* because the researcher has worked more than eight years in these areas. This helps the researcher to be familiar with *woreda* educational officers, school principals and teachers who in turn used to facilitate data collection.

## CHAPTER TWO

### 2. REVIEW OF RELATED LITERATURE

#### 2.1. INTRODUCTION

It is not an exaggeration to say that the literature on teaching is a morass of ill-defined and changing concepts. Investigators have examined teacher personality traits, behaviors, attitudes, values, abilities, competencies and many other characteristics. A host of measuring instruments has been employed. Despite, all this activities and thousands of studies conducted in the last fifty years, common denominators and agreed on generalizations are hard to come by (Waxman and Walberg, 1991). Like wise, in the last two decades a revolution has occurred in the definition of good teaching and the psychological characteristics of teachers proved to be poorly related to what teachers actually did in the class room. This directs researchers to begin studying the impact of specific teacher behaviors on the specific cognitive and affective behaviors of their students. The term "good teaching" changed to "effective teaching" and the study of teachers turned to research on their effects on students (Borich, 1988). This shows that teacher quality plays a crucial role in the implementation of changes for effective school and has long been a focus in the field of contemporary effective school researches (Ashton, 1984; Ashton et.al, 1983; Guskey, 1986, in Chui-Chun et.al, 1992).

Moreover, after reviewed a considerable amount of teacher effectiveness researches, Burns (1984) concluded that few of the findings of these researches were solid and replicable. He postulated that the diverse nature of teacher's role had made it impossible for us to identify a reliable, objective, universal criterion of teacher effectiveness. Despite this, he suggested that a major trend emerged good pupils' educational outcomes required teachers to establish satisfactory human relationships with the learners and to create a warm, supportive, learning atmosphere. Supporting the above idea, teachers in the classroom considered to best facilitate pupil learning is one that is purposeful, relaxed,

warm and supportive and has a sense of order. Such teachers in the classroom facilitate learning, in essence by establishing and maintaining in pupils positive attitudes and motivation towards the lesson (Kyriacou, 1998). On the above point Tonelson (1981, in Chui-Chun et.al, 1992) shared similar view that the teacher should have a healthy self concept in order to create a positive classroom learning environment to facilitate healthy emotional growth and maximum intellectual development

## **2.2. SELF CONCEPT**

Teachers' mental construct is a vital factor in determining their own behaviors and students learning in the classroom (Darling, Hammond and Hudson, 1988; Rosoff, Woolfolk and Hoy, 1991, in Chui-Chun et.al, 1992). Researchers demonstrate that less successful teachers were rated lower in self concept. If teachers possessed strong self concepts, they were psychologically safe, and benefited their interaction with students in the classroom (Mundel-Anther Stone, 1981, in Chui-Chun et.al, 1992). Teachers can foster positive self concept and attitudes by decreasing negative competition, structuring positive learning relationships, and increasing opportunities for students to excel (Shavelson et.al, 1976). Thus, self concept is the central core of one's personality's structure. Change the individual's behavior can only occur in relationship to events which are perceived as having a direct bearing on self (Combs and snygg, 1959, cited in Paschal, 1968).

As mentioned above, self concept is taken as one of the many important mental constructs of teachers that influence students learning. The literatures reviewed so far on self concept are related to the general self concept or global self concept of teachers. A general self concept defined by academic and non academic self concepts; academic self concepts divided in to self concept in particular content areas ( e.g. English, mathematics etc.) and non academic self concept was divided in to social, physical and emotional self concepts. Physical self concept was further divided in to self concepts of physical ability

and physical appearance where as social self concept was divided in to peer relations and relations with significant others (Shavelson et.al 1976). By positing this hierarchical model they emphasized the domain specificity of self concept while still recognized a general construct. Moreover, Shavelson et.al (1976) indicated that the more closely self concept is associated with specific situations; the closer is the relationship between self concept and the behavior in the specific situation. Thus, the self concept being explored in this study is of a multi-dimensional construct in the specific context of teachers work in school.

Many of the difficulties associated with self concept research can be traced directly to the ambiguity of the term (Wylie, 1974). He reported that complications emerge from inter-changeable use of such terms as self esteem, self-worth, self-identity, self-acceptance, self-regard, and self-evaluation. In casual and research contexts, self-concept and self-esteem are not differentiated very clearly.

### **2.2.1. DEFINITION OF SELF-CONCEPT**

Many theorists attempt to define self-concept. For instance Felker (1974, in Chui-chun et.al, 1992) provided a rather typical one. He suggested that self-concept is the summation of the views which an individual has of himself/herself; and is a single set of perceptions, ideas and attitude which an individual has about him/her self. Moreover self concept is a product of all the belief and evaluations one has about one self and includes one's behavioral tendencies. It is the basis for all motivated behavior and that gives rise to possible selves and it is possible selves that create the motivation for behavior. In general terms self concept is our perception of ourselves and in specific terms, self concept is our attitudes, feelings, and knowledge about our abilities, skills, appearance and social relations (Shvalson et.al 1976; Hattie, 1992; Sanchez and Roda, 2004).

Burns (1984) after reviewed a considerable amount of research on self concept and suggested that all the theories presented, though not exactly the same, tends to converge to a central theme. He viewed that "self conceptualization is regarded as a major facet and determinant of every individual's behavior by main psychologists." He further elaborated that the personal meanings each individual attaches to his/her perception of those experiences are strongly influential to his/her behaviors. Rogers (1951) also pointed out that an individual strives to make his/her self concept consistent with his/her behavior. If inconsistency exists, psychological and physiological distress will result. Thus, he/she would modify his/her behavior or self concept in that particular context. Without a clear idea of who you are, then a basis for your action is missing. You may find confused about what to do in many situations (Glossen et.al, 1997). Thus, People behave in a manner which is consistent with the way they view themselves (Rogers, 1951).

### **2.2.2. TEACHER SELF CONCEPT**

Teaching is a sharing of self with others (Burns, 1984). Thus, it is vital to have teachers with positive self concept to create "supportive helping relationships needed for enhancing achievement in students particularly in reluctant learners." Thomson and Handley (1990, in Chui-Chun et.al, 1992) also supported this view that high teacher self esteem is related to good interpersonal relationship with in the classroom. Self-esteem has a strong influence on your behavior and your well being. When you feel good about your self, you can be successful and you are willing to try new things. High self-esteem enables you to make the best of your life without becoming arrogant and without harming others (Glossen et.al, 1997).

Teachers with positive self concept are happier, more productive and more effective in discharging their duties as teachers (Crouse and Kevin, 1981, in Chui-Chun et.al, 1992). Putting all in a nutshell Burns (1984) concluded that positive self concepts in teachers facilitated not only themselves as effective

teachers but also pupils as effective learners with positive self esteem and performance. Teachers mental constructs are vital in determining their behaviors and students learning (Rosoff et.al,1991, in Chui-Chun et.al, 1992) and self-concept of an individual is one of these constructs that greatly determine his/her behaviors (Burns,1984). Furthermore, according to Felker (1974, in Chui-Chun et.al, 1992) self-concept also shapes an individual attitude towards his/her environment. Based on this, it seems logical to suggest that teachers self concepts influence their behaviors and attitudes in the classroom when interacting with students. It should be noted that teachers exhibit a great variety of behaviors and attitudes in class. Moreover, apart from the behaviors of teachers, there are still a considerable number of other variables that might possibly be attributed to students' educational outcomes (Chui-Chun et.al, 1992). The subject taught by teachers and culture of school all these are not foci of this study. Teacher self-concept explored in this study is a multi-dimensional construct which comprises personal self, pedagogical self, social self, and administrative self (Asheton et.al, 1983, in Chui-Chun et.al, 1992).

**2.2.2.1. PERSONAL SELF:** Reflects the individual's feeling of adequacy and satisfaction of being a teacher (Chui-Chun et.al, 1992). Some of them are as follows

a. The general personal qualities of a teacher:- The personal qualities of the teachers area is a decisive factor in accounting for their effectiveness. Some of the personal qualities of the effective teachers are sensitivity, enthusiasm, flexibility, empathetic, communicative, warm and friendly (MacNamara, 1986; Burns, 1984; Oslow Country Board of Education n.d, in Olsen and Einwohner, 2001; Haack et.al, 1972, in Benninga et.al, 1981; Broadhead, 1987).

i. The warm and friendly teacher:- Who is rated as a superior by the students is a mature adult whose focus is out-wordily directed toward the children and a person who views the children in a very positive and generous kind of light. The poor teacher appears to be thoroughly ego-centered, concerned with her/him

self, interpreting the students actions as personally directed toward her/his own discomfort, and disposed to impugn the motives of others (Rutter et.al, 1979, in Benninga et.al, 1981). Warmth can best be thought of us conveying to pupils a sense of that you care for them and their learning personally. This is conveyed in the way you deal with individual pupils (Kyriacou, 1998). Teachers promote friendly interactions with students as people as an important source of fun. They define opportunities to talk, laugh, and joke as important. Moreover, friendly relations with students indicate appreciation, trust, and respect for the teacher as a person. For many warm interaction with students proved the basic ground work to exchange ideas; they allow teachers to love and to be loved; to feel important and to be real; and they make watching kids grow more meaningful (Blasé, 1986).

ii. The empathic teacher:- Blasé (1986) reported that knowledge of students (i.e knowledge of their problems, fears, insecurities, and deficiencies) contribute to the development of empathy in teachers. Turner (1956 in Blasé, 1986) further suggested that the empathic process also lead the development of introspective (reflective) thinking in teachers and hence, to increase self-awareness. As noted, learning about students' problems seldom occurred without the teacher's emotional involvement. Consequently, teachers explained that they were frequently required to deal with personal feelings and emotions. The empathic process, it seems, caused teachers to question seriously their basic values and attitudes. Claire (n.d ) indicate that empathic teacher is the one who is compassionate, caring and able to respond to people at a feeling level; open with personal thoughts and feelings; encouraging others to do like wise; knows and understands the feelings of students.

iii. Flexibility:- Which means willingness to alter plans and directions in a manner which assists people in moving toward their goals; seeks to reason out situations with students and staff in a manner that allows all people to move forward in a positive direction (Claire, n.d). Flexibility of approach is required

which means that we need to know what the pupils already understand, and any learning difficulties they may have before they under take a new task (Benninga et.al, 1981).

iv. Promotion of enthusiasm:- The teacher's enthusiasm for teaching and learning has been shown to be an important part of effective teachers both in supporting positive relationships with students and in encouraging students' achievement. Based on students' interview, teachers can effectively motivate most students by encouraging them to be responsible for their own learning, maintaining, an organized classroom environment, setting high standards, assigning appropriate challenges, and providing reinforcement and encouragement during tasks. By establishing positive attitudes and perceptions about learning the effective teacher make the learner feel comfortable in the classroom (Stronge, 2002).

v. Sensitivity to student needs:- Effective teachers were sensitive to students not wanting to risk being wrong in the public forum of the whole class activity. She did not coerce, intimidate, or condemn occasionally she/he used "safety-nets" that encouraged students to get involved in class interactions without fear of the embarrassment being wrong. The teachers used positive feedback to reward and reinforce pupil behavior. Positive feedback usually was verbal and was given during most types of activity and during social interactions as well. Hence, this strategy encourages students to participate in learning activities (Fraser, 1991).

vi. Communication:- Effective teachers share with others in a manner that encourages effective two way communication. Communicate personal thoughts and feeling on a wide spectrum of issues and can listen to students in an empathetic manner, assuring each that conversation will be held in confidence (Claire, n.d). Teacher's personalities are themselves important aspects of teachers work. In order to establish working relationships with children, to commend their attention and respect and to ensure the smooth running of their

classes, teacher's personalities are intrinsically involved. Teachers require becoming aware of their personal qualities and how other people respond to them so that they can take greater control in their interaction with others (Pollard, 2002).

b. The sense of morality as a teacher:- The teacher treats his/her client, the child as a whole person. Therefore to be effective, the teacher must have a moral commitment that goes beyond the simple formulation of professional ethic (Blasé, 1983; Durkheim, 1925, 1961; Wilson, 1962, in Blasé, 1986). Morale expresses a meaning commonly wishes to convey a comprehensive meaning for emotions, attitudes, opinions, and motives. Among more successful schools, high morale is a common trait. In those schools which are considered most efficient, one can find inherent in the teaching personnel qualities such as enthusiasm, loyalty, cooperation, conviction of purpose and pride in the services being performed (Hanson n.d, cited in Oser, 1994). He also suggest that the sense of morality would be to accept, and attach a positive value to the morale factor and then to organize and put in to practice useful and fundamental activities for the betterment of the teacher.

Any single teaching act under taken in the classroom or in any teaching setting has a moral core. The unit of analysis is the decision a teacher make to help students learn, communicate, share, reflect, evaluate and so forth. Teaching responsibility is a moral motivation concerning any concrete teaching act (Oser, 1994). The concept morale is an extension of motivation and high morale or motivation manifests it self in excellent performance, consistent achievement of results, cooperation in handling problems, willingness to accept responsibility, and willingness to accommodate change (Steyn, 2002).

**2.2.2.2. PEDAGOGICAL SELF**:- The act of teaching is performed solely for the purpose of helping students to learn. Unless learning is facilitated by the teacher's activities, the art of pedagogy is merely an idle exercise which squanders the time and talents of students. Since direct responsibility for the

outcome of each classroom experience rests with the teacher, making learning easier is a primary goal for teachers (Giusti and Hogg, 1973). Chui-Chun et.al (1992) describe pedagogical self reflects the teacher's own perception as an effective teacher at both satisfaction and competence levels. Some of the areas of perception are as follows:

a. Teaching methodology:- The essence of teaching is not the particular method that one uses, but the extent to which one incorporates one's sense of self and identity in to the method. While the teaching self is rooted in the self-concept, it also has a strategic component that can be manipulated by the individual to a certain extent in order to achieve various teaching objectives. The teaching self includes the teachers' situational and personal identities that are relevant in the classroom (Palmer, 1998, cited in Olson and Einwohner, 2001).

An effective method of teaching allows and encourages a continuous search for more economical and efficient ways of learning (Knox, 1961, in Azeb, 1984). He described that successful application of a method goes beyond the important aspect of good teaching that of presenting subject matter clearly and confidently by appropriately selecting the relevant. It involves sensitiveness to pupils reactions which protects the teacher from either boring them with un necessary repetition or going to fast ending them up with confusion. A method of teaching which encourages the class to contribute to the learning experiences is more successful and profitable. To be effective teacher, students should be guided by explanation, demonstrations, working with other students, and cooperative learning (Woolfolk, 2001). Teachers to apply effective methods, he must create particular moods of classroom interaction, through discussion between teacher and pupil and among pupils themselves, as well as providing more obvious clear exposition, appropriate practical work, consolidating fundamental points, problem solving, and investigating work (Edmonds and Ball, 1988, in Woolfolk, 2001).

A balanced method of teaching creates particular modes of classroom interaction. One is the mode of interaction between teachers and pupils that enhance pupils self esteem. The second is the cooperative interaction among peers that plays a central role in children's cognitive and social development (Mumby, 1990, in Woolfolk, 2001). Children can explain to each other, this helps them to make their meaning clear to themselves. Mutual respect among pupils and between pupils and their teacher is established, and so "organized learning" can become a collective experience, building relationships of trust (Mayne and White, 1990, in Woolfolk, 2001). Good teaching can mean a number of things include in one's abilities, to excite students about the material, explain difficult concepts clearly, passion problem solving and critical thinking skills and so forth (Storer, 1973; Wilson, 1979, in Olson and Einwohner, 2001).

b. Educational Mission:- It is one of characteristics that make the best (effective) teacher. Mission is a deep underlying belief can grow and attain self-actualization. A teacher with mission has a goal to make a significant contribution to other people or their students (center for education and development, 2002).

c. professional development:- It is a key tool that keeps a breast of current issues in education, helps them implement innovations, and refines their practice. Moreover, professional development provide opportunities for teachers to explore new role, develop new instructional techniques, refine their practice, and broaden themselves as educators and as individuals (Cook, 1996, in Pollard, 2002). The growth of competences and expertise in classroom teaching is clearly crucial for your professional growth and the effectiveness of the whole school. Much of attention has consequently been paid to how teachers can be helped to develop and extended their competence and to meet the demands for changes in their classroom practice that must inevitably occur from time to time (McClland and Varma, 1996, cited in Kyriacou, 1998).

Petty (1998; Solomon and Tresman, 1999, cited in Pollard, 2002), argue that professional development makes a connection with the self and identity of teachers. They see professionalism as a valued activity in which the personal commitment of each teacher becomes entwined with their professional role. The self of teachers is realized through professional development.

**2.2.2.3. SOCIAL SELF:** this reflects the teachers feeling about the relationships with her/his pupils, colleagues including (heads, supervisors, subordinate, supporting staff) and parents at the satisfactions and competence level (Chui-Chun et.al, 1992). Our feelings as a teacher are important factor in maintaining a positive working consensus, and then way of monitoring our feeling may be useful. Thus, the nature of the classroom climate and the quality of interpersonal relationships are fundamental to establish a positive learning environment (Pollard, 2002). When other people treat you with respect and show appreciation for your effort, your self concept in turn affects your relationship with others. When you feel good about your self, you are more likely to be out going and friendly to be the kind of person others like to be a round (Glossen et.al, 1997).

The need to foster self esteem as learners is fundamental to establishing classroom climate, and the most important influence on pupils self-esteem in the classroom is your interaction with the pupils. If your comments to pupils are largely positive, supportive, encouraging, praising, valuing and relaxing, rather than, negative, depreciating, harsh, attacking, dominating, and anxiety-provoking, this will do much to foster pupil's self-esteem (Kyriacou, 1998). Moreover, he suggests pupils learning is most likely to flourish where this relationship is based on mutual respect and rapport between yourself and your pupils. Teachers share with parents the education of the young. They communicate regularly with parents and guardians, listening to their concerns and respecting their perspective, enlisting their support, in fostering learning and good habits, informing them of their child accomplishments and success

and educating them about the school programs. In the best of all words, teachers and parents are mutually reinforcing partners in the education of young people (National Board of Professional Teaching Standards, n.d). Similarly, Ifbal (n.d) indicated that the effective teacher is the one who communicates and interacts with parents, guardians, families, school colleagues and the community to support students learning and wellbeing. Collaboration or the exchange of expertise is fostered by and is a natural outgrowth of reflective dialogue and de- privatizing practice; collaborative efforts enhance shared understanding and reinforce the mosaic of relationship with in the school (Orbit Magazine for Schools, n.d).

**2.2.2.4 ADMINISTRATIVE SELF:** It reflects the teachers' sense of adequacy and satisfaction in managing general school administrative work related to pupils, staffs and parents (Chui-chun et.al, 1992). According to Turner (1971, in Blasé, 1986) an institutional self in many work related roles, have been merged and fitted to the person of the teacher. Overall the core humanization process, located primarily in the teacher student relationship seems to reinforce and stabilize the institutional order of the school and society. Teaching is a cooperative enterprise and school management is cooperative responsibility. Every teacher therefore, must work in friendship and in association with other teachers. Moreover, the successful working of schools depends up on the organized effort of a number of individuals. These individuals are the teachers, the principals, the supervisor, and the head of the department. The teacher must look upon those above him or her as friends. They may have different functions to perform, but they all work towards the same end. Loyalty to them and adherence to their policy is therefore, an important requirement. Just as a teacher should not speak ill of colleague so also she/he should not say any thing despairing of the head (National Academy of Higher Education, n.d, cited in Ifbal, n.d).

One issue that frequently arises in talking about teachers work is the discouragement that many feel when they believe that their best efforts are neither respected nor valued by peers, supervisors, or the public, some strategies for increasing teacher influence validated teachers' perception of their own value as social agents. For example, giving teachers more individual autonomy, discretion, and control in conducting their work will encourage greater sense of ownership and responsibility for quality institution and learning (Orbit Magazine for Schools, n.d).

### **2.3 TEACHER BEHAVIORS**

To consider the relationship between teacher and students from an organizational perspective it may be helpful to re-conceptualize the research on classroom process. A classroom including a group of students and their class teacher is in it self a small social organization, in which the class teacher is often assumed to be the leader and students the follower (Maehr, 1990, in Cheng, 1991). If we accept this line of thinking, then the relation between students and their class teacher may be studied in terms of organizational behaviors (Cheng, 1991). Teachers should not be taken as one's who only pass knowledge, but should also be the leaders of the classroom leading their students towards achieving the set educational goals (Pendse, 1984, cited in Chui-Chun et.al, 1992). Thus if the classroom is taken as an organization teacher leadership behaviors and their use of powers are two of the many important behaviors that influence students educational outcomes. Teachers behaviors in this study refer to overall leadership and use of powers of the teacher as perceived by his/her class (Cheng, 1991). The leadership styles included is initiating structure and consideration (Halpin, 1966). The use of powers by teachers includes reward power, coercive power, legitimate power, reference power, and expert power (French and Raven, 1968, in Chui-Chun et.al, 1991).

## **2.3.1. TEACHER LEADERSHIP STYLES**

**2.3.1. A. INITIATING STRUCTURE:-** is the degree to a leader defined and structures his or her role and the role of subordinates toward attainment of the group's formal goals. Examples include criticizing poor work; emphasizing the importance of meeting dead lines; assigning subordinates to tasks; maintaining define standards of performance; asking subordinates to follow standard procedures; offering new approaches to problems; coordinating the activities of subordinates; and seeking that subordinates are working up to capacity (Yukl, 1994). Besides, initiating structure refers to the establishment of well defined patterns of organization, channels of communication, and methods of procedure (Halpin, 1966).

**2.3.1. B. CONSIDERATION:-**it is the degree to which a leader acts in a friendly and supportive manner, shows concern for subordinates and looks out for their welfare. Examples include doing personal favors for subordinates; finding time to listen to subordinates problems; consulting with subordinates on important matters before going a head; being willing to accept subordinates suggestions and treating a subordinate as an equal (Yukl, 1994). According to Halpin (1966) consideration refers to the provision of friendship, mutual trust, respect, warmth, and interest in the relation ship between the leader and members of the group.

**2.3.2. USE OF POWERS:-** It is defined as the ability to get some one else to do something you want done (French and Raven, 1968, cited in Chui-Chun et.al, 1992). All leaders deal with power which is the ability to influence other people and events. It is some what different from all authority, because it is delegated by higher management. Power on the other hand, is earned and gained by leaders on the bases of their personalities, activities, and the situation in which they operate (Davis and Newstrom, 1985). Teacher's use of power is the result of an interactive and constructive presses to which all members contribute (Mank, 1990, cited in Chui-Chun et.al, 1992). French and Raven (1968, in

Chui-Chun et.al, 1991) classified powers in to five different ways. These are reward, coercive, legitimate, reference, and expert power.

**2.3.2. A. REWARD POWER:-** is based on perceived ability to provide or withhold rewards to students (Cheng, 1991). It is most commonly used in an exchange tactic where in an explicit or implicit promise is made to give the target person something under the leader's control for carrying out a request or performing a task. Some of the ways to use reward power effectively are: offer desirable rewards; offer fair and ethical rewards; explain criteria for giving rewards; provide rewards as promised; use rewards symbolically to reinforce desirable behavior (Yukl, 1994).

**2.3.2. B. COERCIVE POWER:-** is based on perceived ability to provide or withhold punishment to students (Cheng, 1991). It is best to avoid using coercion except when absolutely necessary, because it is difficult to use and it is likely to result in a desirable side effects such as anxiety, and resentment. Ways to use coercive effectively are inform target of rules and penalties; give ample prior warnings; understand situations before punishing; remain calm and helpful, not hostile; encourage improvement to avoid the need for punishment; ask target to suggest ways to improve and administer discipline in private (Yukl, 1994).

**2.3.2. C. LEGITIMATE POWER:-**based on perceived authority or the position to influence students (Cheng, 1991). The target person complies because he/she believes the agent has the right to make the request and the target person has the obligation comply. Here authority usually exercised by making a simple request orally or in written form. The ways to use legitimate power effectively are making polite, clear requests; the reasons for a request; do not exceed your scope of authority; verify authority if necessary; follow up to verify compliance and insist on compliance if appropriate (Yukl, 1994).

**2.3.2. D. EXPERT POWER:-** is based on perceived ability and willingness to provide or withhold students' desired expertise (Cheng, 1991). If the agent has very high expert power in relation to the target, a request or proposal involving this expertise may be sufficient to evoke target compliance or commitment. It is important to avoid making rash, careless, deceptive statements. Some of the techniques to use expert power effectively are explain why request is important; provide evidence that a proposal will be successful; listen seriously to target concerns; show respect for target /do not be arrogant and act confident decisive in crisis (Yukl, 1994).

**2.3.2. E. REFERENCE POWER:-** is based on teachers' charismatic attractiveness (Cheng, 1991). Besides, the target person complies because he/she admires or identifies with the agent and wants to gain the agent's approval. The most common way to exercise referent power is merely to ask the target person with whom one has a friendship to do some thing. The methods to use reference power effectively are indicate that a request is important to you; do not ask for a personal favor that is excessive given the relationship and provide an example of proper behavior (Yukl, 1994).

Use of different basis of power may have different effects on subordinates' attitudes, behavior, and performance. In general, personal (reference) power tend to have positive effects on subordinates' commitment, satisfaction, and performance in different adult organizations but coercive power tend to have negative effects (Bachman et.al, 1968; Hoy and, Miskel, 1991, cited in Chui-Chun et.al, 1992). Even though, position (legitimate) power and reward power are very often exercised by teachers, they seem to be not so influential as personal (reference) and expert power (Cheng, 1991). Ho (1988, in Chui-Chun et.al, 1992) remarked that teachers' leadership behavior, use of power and students' perception of teacher leadership were related to the students' affective performance. Cheng (1991) agreed to this point.

## **2.4. STUDENTS EDUCATIONAL OUTCOMES**

It can be classified at the behavior level and attitudinal level. Regarding this, Cheng and Ng (1991, cited in Chui-Chun et.al, 1992) suggested that the educational outcome at the behavior level like students achievement should not be taken as the only mean to evaluate the classroom process effectiveness. They viewed that attitudinal indicators are better tools to measure the students' classroom process outcomes because behaviors are mostly affected by attitudes. Similarly, Cheng (1991) reported that traditionally, academic achievement is often used as the measure of students' educational outcome when studying effects of teacher behaviors. But conceptually, the effect of teacher leadership or power bases on academic achievement may not be so direct. It seems that teacher leadership may affect students learning attitude and social behavior at both the individual and group level before it can influence students' academic achievement. Therefore, it may be more appropriate to use students' social behavior and affective performance (Cheng, 1991). Feidler (1975, in Chui-Chun et.al, 1992) also proposed that it is valuable and fruitful to utilize students' perceptions and feelings as assessment means of classroom activities. Cheng and Ng (1991, cited in Chui-Chun et.al, 1992) further suggested that attitude indicators may include students self concept, attitude towards their peers, teachers, schools and their motivations to learn.

**2.4.1. SELF CONCEPT** There are quite a number of researches showing that students self concept is directly related to their academic performance. Some of them are (Rust and Vandegriff, 1985, Vereen, 1980, cited in Chui-Chun et.al, 1992). A positive self concept is valued as a desirable out come in many educational settings and is frequently posited as a mediating variable that facilitate the attainment of other desired out come such as academic achievement (Marsh, 1990a, in Silins and Murray-Harvey, 2000). Self concept also influences the learning approach of students. In turn, the learning strategies that result in successful learning would be expected to influence

students academic self concept positively (Silins and Murray-Harvey, 2000). Students' concept of self can affect the extent to which he/she becomes actively engaged in the process of learning (Borich, 1988). He further suggest that an increase in self concept is believed to have positive results on behavior, either directly on school achievement or indirectly on one's ability to relate to others, to cope with the problem of daily life. Coleman (1972, in Mathews, 1984) found that self-concept to be among the factor having the strongest relationship to academic achievement. Besides of initiating activity, self-concept serves as a perceptual filter and guides the direction of behavior (Purkey and Novak, 1984). Furthermore Maltz (1972) suggested that students who have a poor self-concept lose their hope and will fail their learning. Thus, pupils' subjective self perception of him/her self has a dominant influence on his/her success in school. The positively students see themselves the greater their productivity, acceptance, and support of others, and autonomy and interdependence (Johanson and Johanson, 1991).

**2.4.2. STUDENTS ATTITUDE TOWARDS PEERS:-** One of the most powerful but least noted influences on students' behavior is the peer group. The peer group can influence and even teach how to behave in class, study of tests, converse with teachers and school administrators, and can contribute to the success or failure of an individual's performance in school (Borich, 1988). The importance of peer group characteristics in the classroom lies with the extent to which they can create, promote, and reinforce behaviors that are disruptive to teaching objectives. Friendship patterns are often created through peer groups are sometimes adhered with strong commitments of loyalty, protection, and mutual benefit. These commitments create individual peer cultures with in a school cultures that can rival the academic commitments that are made in the classroom and frequently supersede them importance; studying for a test or completing homework may be sacrificed for the benefit of the peer group (Epstein and Karwait, 1983, in Borich, 1988).

Students inevitably are drawn to compare their outcome with each other; competition among peers naturally leads students to emphasize performance incentives (Winne, 1991). Students who perceive their classroom morale as friendly, satisfying, goal directed and challenging and their classroom as having the required materials tend to learn more. Those who perceive peers, cliques, disorganization, apathy, favoritism, and friction learn less (Walberg, 1991). It is clear that the relationship of peers have a significant mediating role in learning (Pollard and Triggs, 2000, in Pollard, 2002). Furthermore, class productivity was positively correlated to class cohesiveness. This shows that students' relationships with in the class are influential to their learning (Ip, 1976, cited in Chui-Chun et.al, 1992).

⑨ **2.4.3. STUDENTS ATTITUDES TOWARD TEACHERS:** Students attitude toward the teacher are primarily important in the learning situation (Traverse, 1963; Beaumont, 1949). A considerable amount of evidence has been collected in relation to children's views of teachers (Pollard et.al, 2002). They reported that much of the evidence suggested that children like teachers who make them learn. They expect teachers to teach by which they seem to mean to take initiatives, to be in control and to provide interesting activities. On the other hand, they also like teachers who are prepared to be flexible, to respond to the different interests of the individual in the class and to provide some scope for pupil choice. Where as children dislike teachers who have favorites or who are un predictable in their moods. Most children like teachers who can sometimes have a laugh; overall, it seems that children like teachers who are firm, flexible, fair and fun. Furthermore, they suggested that research consistently show that children like teachers who are kind, consistent, efficient at organizing and teaching, patient, fair and who have a sense of humor. They dislike teachers who are domineering, boring, and unpredictable and unfair. Students who like their teachers exert more effort to please their teachers. If they also believe their teachers expect them to learn they try harder to learn what their teachers are attempting to teach (Mathews, 1984). He also reported that positive

relationships with students should be viewed as a means by which teachers can increase the likelihood students will work harder to reach higher levels of academic performance.

o **2.4.4. STUDENTS ATTITUDE TOWARDS SCHOOLS.** Students Attitude toward schools has an impact on the process of learning. By the time students come to school they start to develop attitudes (favorable or unfavorable) toward school. Favorable attitudes make students to learn more; particularly crucial to facilitate learning (Sorenson, 1964). The value one attaches to school learning influences pupils effort which other thing being equal may determine their success or failure (Rossi, 1961, in Yoseph, 1997). Furthermore, students' attitude has a strong impact in their educational attainment. Schools should assist students to develop favorable attitude toward school. Students with favorable attitudes are expected to learn more in school and outside school, because like to learn and gain satisfaction from learning (Neal et.al, 1970). Attitude toward school is found to be a key factor for educational attainment in the teaching and learning process. So that educators have to give attention to the students' attitude to school (O'Hagon, 1977). As individual niches, schools shape children's individual and social identities as learners as well as their attitudes toward and behaviors at school (Lewis, 1964). There is evidence to suggest that students feelings about their experience of the school environment contribute to shaping their educational plans (Ainely et.al, 1991, in Silins and Murray-Harvey, 2000). They also reported that students attitude to school were found to influence school outcome directly. Schools that can create supportive environments that promote positive attitudes to school and retain students to completion are schools that are providing those students with increased life opportunities.

To sum up students vary in their attitudes and interests. Some of the factors which contribute to individual attitude differences are school, teacher and peer groups (Sorenson, 1964; Oser, 1994). So the students attitudes towards their

teacher, school and peer group influences their learning. Cheng and Ng (1991, cited in Chui-Chun et.al, 1992) successfully demonstrated that classes with more positive attitudes towards the teacher and school were more effective. Thus it is logical to suggest that students who like their school will tend to be more positive in learning and be successful in school work.

**2.4.5. STUDENTS MOTIVATION TO LEARN:** Motivation is a key factor in successful learning. A less able student who is highly motivated can achieve great success. Students who are highly motivated what we have to do is maintained their motivation (Reece and Stephen, 2003). Students motivated to pass with minimum effort and satisfied to meet with minimum standards are likely to target their learning to the bare essentials, reproducing information through rote learning (Biggs, 1987b in Silins and Murray-Harvey, 2000). Students who are motivated in what is being learned search for meaning by reading widely and relating new material to previous knowledge to develop competence in their subject. Such deep motives and strategies represent a deep approach to learning. Students who are motivated to achieve high grades and seek ego-enhancement are likely to organize their time, energy and resources efficiently; that is to behave as 'model' students. Such students exhibit an 'achieving' approach to learning (Silins and Murray-Harvey, 2000).

Students will never take responsibility for their own improvement until they learn to be constructively critical of their own work (Petty, 1998). Students who possess high academic motivation have the motive to obtain high academic performance and show the need to manipulate their environment. They have better planning ability and the interest to involve in demanding and challenging tasks. As a result it tends to obtain superior performance that leads towards the expected behavior or success and satisfaction (McClelland, 1985; Weiner, 1989). Similarly high need achievers are moderate risk takers, have an energetic approach to work, and prefer jobs that give them personal responsibility for outcomes (Burger, 1997, in Maya, n.d).

## **2.5. THE RELATIONSHIP BETWEEN TEACHER SELF-CONCEPT AND TEACHER BEHAVIORS.**

Research outcome indicated by Chui-Chun et.al (1992) briefly discussed the relationship of variables mentioned as follows. Teachers' administrative self concept is significantly correlated with student's perception of their use of initiating structure leadership style. This means teachers who perceive themselves as good in school administration are viewed by their students to use more initiating structure leadership in their classroom. On the other hand, teachers' use of consideration leadership style is also significantly associated with their social, personal, pedagogical self. Undoubtedly, this suggests that students will feel that their teachers adopt the consideration leadership style in class if their class teachers view themselves as pedagogically sound; capable of getting along with students, parents and staffs in school and possessing the good qualities of a teacher.

Furthermore, the integrated variance of four teacher self concept dimensions can significantly explain 77.6% of the variance of teachers use of consideration leadership style. This is considered to be extremely strong relationship. The correlation coefficients attached to each self-concept dimension reveal that pedagogical self and social self have the greatest impact on consideration leadership in the regression equation. The effect of personal self is then relatively weakened when joined with the other self concept dimension in the regression equation. The pedagogical self and social self are important to predict teachers' use of consideration leadership in class. The estimated influence of administrative self on the use of consideration leadership may be considered as negligible. However, it is the key predictor for teachers' use of initiating structure leadership in class; where as the estimated effect of pedagogical self is very small. To put all things together, the following points were observed. The social self and pedagogical self are the determining predictor of teachers' use of reference and reward power in class when included

together in the regression equations. The predicting power reaches 50% in each case; the pedagogical self is the sole predictor of teachers' use of expert power, while the administrative self and personal self solely predict legitimate power. These relationships are fairly weak but statistically significant; concerning teachers' use of coercive power, the regression analysis result suggests that social self is a key negative predictor; Administrative self and personal self negatively predict teachers' use of legitimate power. However, this is relatively a weak relationship though significant, when comparing with the other regression equation.

Based on the above findings, they concluded all four dimensions of teachers' self concept are, to some degrees, related to their use of powers. It has been shown that the social self of teachers is a very important predictor in this respect. In the first place, it predicts significantly teachers' use of reference and reward power in the class. It is believed that a teacher with high social self is a popular teacher, among students, colleagues, and parents. This might be attributed by the finding that teachers with high social self are inclined to adopt consideration leadership in class. The findings show that social self predicts negatively teachers' use of coercive power.

When social and pedagogical self of teachers are high, they in the eyes of their students, will be models and always use rewards in teaching. On the other hand, when teachers' pedagogical self is high, we can expect them to have rather positive missions in education and competence in teaching. Thus, it is natural for their students to perceive them as experts in the class. Apart from the above mentioned two dimensions of teacher self-concept, it is found that teachers' administrative self is the weakest predictor of teachers' use of powers. Turning to the personal self, although it is positively correlated with some of the powers used in class, its contribution to predict teachers' use of powers is shared by social and pedagogical self when they are integrated in the regression

analysis. So that the above discussion confirmed that teachers self-concept does strongly correlate with their leadership style and use of powers.

## **2.6. THE RELATIONSHIP BETWEEN TEACHER SELF CONCEPT TO STUDENTS EDUCATIONAL OUTCOMES.**

Chui-Chun et.al (1992) demonstrated that there are no statistically significant linear relationships between teachers' administrative self-concept and students' educational outcome. On the other hand, pedagogical self is positively related to all students' educational outcomes. When considered separately, personal self-concept has the strongest linear relationship with students self concept, while social self or pedagogical self stand as the two factors that are strongly related to other students educational outcomes. The integrated effect of the teachers self concept dimensions on individual students educational outcomes are a very strong relationship was established between students' attitude to peers and teachers' social and pedagogical self. The relationships suggest that the integrated effect of social and pedagogical self can significantly explain 40% of the variance of students' attitude to peers. Judging from the values of individual correlation coefficient and carried by these two self concept dimensions, it is logical to infer that they are the key factors to predict students' attitude to peers.

There is a significant positive correlation between the self-concept of teachers and those of students (Trowbridge, 1970, in Smith and Smith, 1979). Teachers with positive self concepts have healthier attitudes toward students than teachers with less positive self-concept (Fitts, 1965, in Smith and Smith, 1979). The low self concept teachers described themselves as traditional in their approach, chalk and talk, negative and complain about lack of time and resources, negative and expressed low expectation of their students, what they clearly understood to be the more successful ways of teaching. On the contrary, the high self concept teachers are more motivated, more inventive and creative about how to conduct their lessons (Relich, 1996). Delightedly, Chui-Chun et.

al ( 1992) discussed so far demonstrated that teachers self-concept is related to teachers behaviors and students educational outcomes. In this case, it is logical to suggest that a teacher behavior may also be correlated with students' educational outcomes.

## **2.7. THE RELATIONSHIP BETWEEN TEACHER BEHAVIORS AND STUDENTS EDUCATIONAL OUTCOMES**

When a class teacher can develop friendly, trustful and respectful relationships with students and use his/her professional skill, knowledge, personality but not punishment to influence students then students tend to have positive attitudes to their teachers, peers, and school and learning (Cheng, 1991). As a leader, the teacher's leadership style and behaviors significantly influence the performance of students. Students under democratic teacher will be more willing to learn. On the other hand, students under an authoritarian teacher will be more reluctant to learn (Harry et.al, 1968; Withall, 1949, cited in Chui-Chun et.al, 1992).

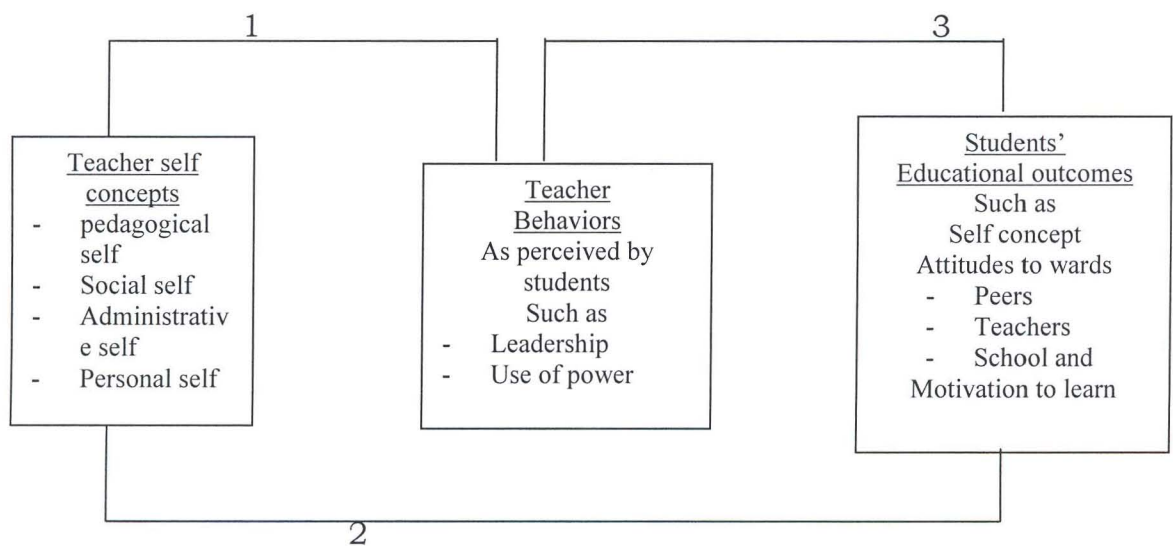
Cheng and Ng (1991, in Chui-Chun et.al, 1992) studied the relationship between leadership style and effective classroom. They postulated that the type of high consideration and high initiating structure was positively correlated with effective classroom indicators which were measured in terms of student self concept, motivation to learn, attitudes towards peers, teachers and school. It should be noted that all these educational outcomes are at the psychological level. Ho (1988, in Chui-Chun et.al, 1992) also shared similar views that teacher leadership style affected the learning attitudes and performance of students. The relationship between teacher leadership and the attitudinal variables of students has long been supported (e.g., Witchall, 1949; Harvey, et.al, 1968, cited in Chui-Chun et.al, 1992). The work of Ho (1988; Cheng and Ng, 1991, in Chui-Chun et.al, 1992) further suggested that teachers leadership and use of powers was associated with the attitudinal variables of students educational outcomes.

On the above point Chui-Chun et.al (1992) clearly revealed that teachers use of consideration leadership is positively correlated with all the educational outcomes in terms of students self concept, motivation to learn, attitude towards peers, teachers, and school. When teachers adopt the consideration leadership in class, a warm relationship can then be established. Such relationship will facilitate students' positive development of self concept and their attitudes towards peers, school, and teachers. Burns (1984) and Lewis (1964) also shared similar views. On the other hand, the use of initiating structure leadership is significantly correlated with students' motivation to learn. Cheng and Ng (1991, in Chui-Chun et.al, 1992) also shared similar views.

Chui-Chun et.al (1992) further indicated that the relationships between teachers' use of powers and their students educational outcomes the correlation coefficients attached to each pair of variables suggest the following statistically linear relationships. students self concept is positively associated with teachers use of reward power and reference power; students attitude towards peers attached positively to expert power, reward power, and reference power; negatively to coercive power; students attitude to school is connected positively with expert power, reward power, legitimate power, and reference power; and negatively with coercive power; students attitude to teacher is related positively to expert power, legitimate power, reward power, and reference power; and negatively to coercive power; and students motivation to learn is associated with reward power and reference power; and negatively with legitimate power. Moreover, the findings revealed a rather structured pattern. In the first place, reward power and reference power are two key factors that predict all students' educational outcomes. Further, coercive power is negatively associated with students' attitude towards peers, teachers, and the school.

## 2.8. THE RELATIONSHIP OF TEACHERS SELF CONCEPT TO TEACHER BEHAVIORS AND STUDENTS EDUCATIONAL OUTCOMES

Based on the findings above, it is postulated that students perception of teacher behavior dimension (relationship (3) marked in figure 1) influence their educational outcome dimension. This framework (inspired from the work of Cheng, 1991) by Chui-Chun et.al (1992) is outlined in figure 1. It should be noted that although some researches have been done to support the relationship between teachers' belief and teacher behaviors (e.g Inlaw, 1972; Wolf and Schultz, 1981 cited in Chui-Chun et.al, 1992), not much work has been done to explore the relationship between teacher self concept and teacher behaviors (relationship 1) marked in figure 1). Moreover the literature reviewed so far only suggested that researchers like Tonelson (1981, in Chui-Chun et.al, 1992) has worked on the relationship between teacher self-concept and classroom learning atmosphere. However, very few work has been done to investigate the relationship between teacher self concept and the attitudinal variables of students educational outcomes (relationship (2) marked in figure 1). Thus, in order to support the frame work outlined in figure 1, it is necessary to investigate the above mentioned two possible relationships.



**Figure 1: Theoretical framework of the study Chui-Chun, et.al, 1992.**

Having demonstrated, the above theoretical frame work that shows the relationship among teacher self concept, teacher behaviors and students educational outcomes, Chui-Chun et.al (1992) further confirmed the theoretical framework by their research outcomes as follows.

Students self concept: it is observed to be significantly related to teachers' consideration leadership and use of reference and reward power. To go one step further, these uses of powers and leadership style are highly correlated with teachers' social, pedagogical and personal self. These findings suggest that students self concept is also strongly associated with teacher social, pedagogical, personal self. This leads to the conclusion that students self concept can be predicted by teachers self concept except the administrative self. These findings also allow the authors to propose further that teachers perception of their personal, social and pedagogical qualities as teachers might be influential to pupils' development of self concept, though the causal relationship is not yet established in their study.

Attitude to peers, school, and teacher; The authors also reported that those teachers' leadership style and use of powers, that are significantly related to students' attitude to peers , school and teachers are also correlated to teachers' social, pedagogical and personal self. Further more the findings also further revealed that social self and pedagogical self are also correlated with these attitudes of students. Thus, suggested that when teachers perceive themselves as more sociable and positive in their teaching, their pupil might in turn hold a more positive attitude towards their peers, teachers, and school.

Motivation to learn:-Besides, they also examined that consideration and initiating structure leadership are correlated significantly with students' motivation to learn. Reference and reward powers are relatively more significant in relating to students motivation to learn than legitimate power. Furthermore, the above mentioned variables of teacher behaviors are strongly associated with all four dimensions of teachers self concept. Based on the findings, they

concluded that all four self concept dimensions are highly correlated with this aspect of educational outcomes. The regression analysis further suggests that social self and administrative self may be taken key contributors in predicting students motivation to learn since the influence of the other two self concept dimensions are already taken care of. Thus, they summarized that when teachers perceived them selves as social and pedagogical sound as well as possessing good personal qualities as teachers, they will probably use more consideration leadership and reward power in class and their students will presumably be positive in self concept; possessing good attitude towards their peers, teachers, and school, and highly motivated in learning.

Based on the discussion above researchers concluded that teacher social self, personal self and pedagogical self are related to their use of consideration leadership, reward power and reference power which in turn predicts students educational outcomes. Moreover, it also evident that this three mentioned teacher self concept dimensions are significantly associated with students educational outcomes. It seems logical that if our teaching force positive social self, personal self, and pedagogical self, we might presumably have high quality students educational outcomes in terms of students self concept, motivation to learn and their attitude towards peers, teachers, and school.

Thus, most of the researchers of the above variables have been conducted in elementary grade levels where one expect more social, psychological and humanistic factors to be observed, recorded, and recommended as effective (Orenstein, 1991). Similarly, primary education being the base of formal education pyramid has been viewed as the most crucial education level in the formal system because many un-solved problem at this level would automatically reflect at the secondary and tertiary level (Yalokwu, 2001).

## CHAPTER THREE

### 3. RESEARCH DESIGN AND METHOD

This section describes research method, the participants included in the study, sampling procedures, the instruments used, the procedures employed for data collection and data analysis.

#### 3.1. RESEARCH METHOD

Correlation-Survey research method was used for this study because the researcher was interested examining the relationship of teacher self concept, teacher behaviors and students educational outcomes in the study areas. Among the variables, at one level of analysis teacher self concept and teacher behaviors were taken as independent variables, at this time students educational outcome dimension was dependent variable. At other level of analysis, teacher behaviors and students educational outcomes were taken as dependent variables and teacher self concept dimension was independent variable.

#### 3.2. PARTICIPANTS OF THE STUDY

The participants were 4<sup>th</sup> grade students and their respective class teachers at *Fogera* and *Libo kemkem woredas*. These are some of the *woredas* found in *south Gondar* Administrative zone in *Amhara* Region. These areas were selected purposely because the researcher has worked more than eight years in these *woredas*, which helped the researcher to be familiar with *woredas* educational officers, school principals, and teachers who are essential to facilitate proper administration and data collection.

There were 35 and 36 government first cycle primary schools at *Libo Kemkm* and *Fogera wordas* respectively. The information collected from the *woredas* education office enabled the researcher to exclude 33 Schools from the study. Because, primarily, 12 schools (7-from *Fogera* and 5-from *Libokemkem*)

*woredas* did not start teaching grade 4 since they were recently built. Secondly, 21 schools (9-at *Fogera* and 12-at *Libo kemkem*) *woredas* were too remote from the *woredas* center. The remoteness resulted in high teacher turnover in these schools. This means when teachers employed, they are sent to these remote schools to replace (substitute) the teachers employed earlier. This was considered not helpful for teachers and students to understand each other and to fill the questionnaire properly.

### **3.2.1. STUDENT PARTICIPANTS**

Due to the above reasons 38-government schools became the targets of the study. Among these 16-schools were taken employing lottery method. In these schools 4<sup>th</sup> grade students were attending their lessons in 46-sections (23-in *Fogera* and 23-in *Libo kemkem woredas*). All these sections were taken purposely. The number of students in a class averaged 50-students. Among these students 10-students from each section were taken by using systematic random sampling techniques. Systematic random sampling technique was done on the basis of each class attendance sheet. This resulted in selecting 460-students (230-girls and 230-boys); nearly 20 percent from the total 2307 took part in the study. Thus, almost each group of 10-students belonged to a participating class teacher.

**Table3.1. Summary of Sample schools, sections, number of students in class, and number of sampled students**

No	Sample schools	No. of sections	sections taken	No. of students in class			Aver. students in class	Sampled students		
				boys	girls	Total		boys	girls	T
1	Yifag	2	2	52	54	106	53	10	10	20
2	Abebayehu	4	4	98	104	202	51	20	20	40
3	AmboMeda	2	2	50	52	102	51	10	10	20
4	Birkutie	2	2	48	49	97	49	10	10	20
5	AtsedeMaria m	1	1	20	28	48	48	5	5	10
6	TaraGedam	2	2	46	50	96	48	10	10	20
7	Alabo	2	2	50	52	102	51	10	10	20
8	Buralideta	2	2	55	41	96	48	10	10	20
9	Silkissa	2	2	44	48	92	46	10	10	20
10	ArvaAmba	3	3	82	80	162	54	15	15	30
11	Gazo	1	1	26	23	49	49	5	5	10
12	Alembor	3	3	80	78	158	53	15	15	30
13	Workmeda	3	3	84	82	166	55	15	15	30
14	Woreta primary School	8	8	190	194	384	48	40	40	80
15	Dudmegn	5	5	120	122	242	48	25	25	50
16	Addis Zemen	4	4	96	109	205	51	20	20	40
Total		46	46	1141	1166	2307		230	230	460

Finally the analysis was done on 406 students. 54 students failed to complete the instruments as required.

### 2.2.2. TEACHER PARTICIPANTS

Teacher behaviors in the classroom are related to students' educational outcomes. Thus, it is possible to assume that the contact time between teachers and students will also be associated with students' educational outcomes (Chui-Chun, et.al, 1992). It is observed that a class teacher in the primary school, on average teaches around 27-periods of his/her class a week. This represents about 90% of the total available time of the class. It seems then logical to assume that among the influence look upon by the various teachers on the class; the contribution of the class teacher is the greatest. Thus, there

were 56-teachers at sample schools who teach 4<sup>th</sup> grade in 46-sections. Among these, 10-teachers were excluded from the study because these teachers were the substitute teachers that have low contacts with their students. In other words, the substitute teachers teach non-academic subjects like sport and aesthetics which have three periods a week and when the main teacher become absent from work due to different reasons. Thus, 10-teachers have low contact time to understand their students deeply. Likewise, students also do not get enough time to understand their substitute teachers. As a result 46-teachers (21-female and 25-male) were taken purposely as participants of the study.

### **3.3. DEVELOPMENT OF DATA GATHERING INSTRUMENTS AND THEIR PILOT RESULTS**

In this part, the procedures applied in developing the measuring instruments regarding teacher self concept, teacher leadership, teacher use of power and students educational outcome scales were presented in detail.

#### **3.3.1. TEACHER SELF CONCEPT SCALE**

This scale was developed by Chui-Chun et.al (1992). Although, great efforts have been made by my advisor and the researcher to get the already developed scale by contacting through email and other means with China University of Hong Kong, it became impossible to get. Therefore, the researcher developed the scale on the basis of sample items developed by Brookover (1973, cited in Benninga et.al, 1981) and on the basis of literature reviewed. These gave the researcher an insight (clue) to prepare the scales.

The teacher self concept scale with 4-dimensions have been developed and pilot tested with five point Likert type response alternatives ranging from "Strongly Disagree" (1) to "Strongly Agree" (5) for positively worded items and "Strongly Disagree" (5) to "Strongly Agree"(1) for negatively worded items. Teacher self-concept scale included 4 sub-scales to measure. These were pedagogical self initially developed with 21-items. Among these items, 4-items were discarded

during pilot testing. Its alpha reliability coefficient for 17-items was 0.94; to measure social self at first 15-items were developed. From these items, 3-were excluded on pilot study. The alpha reliability for 12-items was 0.94; personal self was measured by 21-items. Among these, 6-items were excluded and its total alpha reliability for 15-items was 0.95; administrative self was intended to measure by 15-items during pilot testing. Among these 6-items were discarded. The total alpha reliability coefficient for 9-items was 0.92. The items mentioned above were discarded on the basis of discrimination power using chi-square test of significance and item total correlation coefficients. The alpha coefficient for the whole scale (53-items) was 0.98. These teacher self concept items were responded by 10-teachers themselves.

### **3.3.2. TEACHER LEADERSHIP SCALE**

This scale was adopted from (Halpin, 1966); Yukl (1994) and the sample items of Cheng (1991). Teacher leadership was measured with two types of teacher leadership behaviors, which are initiating structure and consideration. To measure initiating structure 11-items were adopted. Among 11-items, 2-items were discarded on pilot testing. The alpha reliability coefficient for 9-items was 0.89. Where as, to measure teacher consideration leadership style, 13-items were adopted for pilot testing. Among these items, 2-items were discarded. The reliability alpha coefficient for 11-items was 0.89. Totally, from teacher leadership behavior scales 4-items were discarded. The alpha reliability coefficient for teacher leadership scale of 20-items was 0.94. The scales were measured by students' perception on their class teachers' leadership style.

### **3.3.3. TEACHERS USE OF POWER SCALE**

The researcher adopted this scale in Ethiopian context from the work of Yukl (1994) and the sample items of Cheng (1991). Basically, these items were originally adopted from the work of French and Raven (1968). To measure teachers use of powers with 5-dimensions such as legitimate, rewards, coercive, expert and reference power, the researcher adopted 5-items each, except that

expert power which was measured by 4-items. The alpha reliability coefficients for each dimensions of power on pilot study were 0.60, 0.56, 0.62, 0.60, and 0.71 respectively for the sub-scales of power mentioned above. This reliability was not far from what Cheng (1991) shown during his pilot test, which ranged from 0.56 to 0.78. From each dimension, 1-item was discarded on pilot testing. The reliability alpha for teacher use of power total scale was 0.89. These items were responded by students' perception on their class teachers' use of power.

### **3.3.4. STUDENT EDUCATIONAL OUTCOMES**

This included five scales measuring the five variables of students' educational outcomes. Responses to the statements were on Likert type 3-point scale ranging from "Strongly Disagree" (1) to "Strongly Agree" (3) for positively worded items and "Strongly Disagree" (3) to "Strongly Agree" (1) for negatively worded items. The scales were responded by students.

**A. STUDENT SELF-CONCEPT:-** This scale was developed by Marsh and Neil (1984) and Garuma (2005). Garuma (2005) also adopted this scale from the work of (Ellis, Marsh and Richards, 2002). Based on this scale the present researcher adopted 17-items for further use. From 17-items 6-items were discarded during pilot study. The total alpha reliability coefficient for 11-items was 0.83 at pilot testing.

**B. ATTITUDE TOWARDS PEERS, TEACHERS AND SCHOOL:-** These scales were adopted from the works of Pollard et.al (2002); sample items of Cheng (1991) and Assebe (1997). Originally Assebe (1997) adopted from the work of Aiken (1972, 1988); Anderson (1967). To measure these three variables 10-items for attitude to peers and 8-items each for attitude to teachers and school were adopted to fit the research purpose for pilot testing. From these, items 3, 2, and 2-items were discarded from attitude toward peers, teachers and school scales respectively. The alpha reliability coefficients were 0.61, 0.63 and 0.79 respectively during pilot testing. Totally, 21-items to measure the above three variables were administered for final data collection.

**C. MOTIVATION TO LEARN SCALE:-** This scale was developed by Maya (n.d) and Garuma (2005). Garuma (2005) adopted from the work of Shia( 2001). On the basis of these scales, motivation scale was further modified for use in the present study. A total of 21-items were adopted for pilot testing. Among these items 8-were discarded. The alpha reliability coefficient was 0.70 on pilot studies.

### **3.3.5. TEACHERS PERCEPTION ON STUDENTS MOTIVATION TO LEARN SCALE**

The same scale on students' motivation to learn mentioned above was further modified to measure from teachers in the study. 21-itmes were used for pilot testing. From these 9-items were discarded. Alpha reliability coefficient for 12-items was 0.88.

The above mentioned instruments were divided into three groups to form three sets of questionnaires. The contents of these three questionnaires of this study were as follows.

1. Teacher questionnaire (65-items): it included teacher self-concept as part 1 and teacher perception on students' motivation to learn scale as part 2. See appendices A, B and E.
2. Student questionnaires part 1 (45-items): it included five scales to measure. These were students' self-concept, attitude to wards peers, teachers, and school; and students' motivation to learn. Refer appendices C, D and E.
3. Students' questionnaire part 2A (20-items) and part 2B (19-items): it included perception of students on their class teachers' leadership styles and use of powers respectively. See appendices, C, D and E.

Using such kind of organization of scales data collection was done.

### **3.4. METHOD OF DATA ANALYSIS**

#### **3.4. A. TEST VALIDATION BY EXPERTS**

Prior to the administration of the instruments to the pilot sample, the items validity were commented by one expert who has 3<sup>rd</sup> degree in test and measurement and the other four who have 2<sup>nd</sup> degree in test and measurement with pedagogical science and psychology backgrounds. Their comments were valuable to enhance item validity. The items were also translated in to Amharic version by the researcher and his colleagues and back translation was done by other colleagues who has 2<sup>nd</sup> degree in TEFL before pilot study.

#### **3.4. B. PILOT STUDY**

After the validity of the items have been checked by experts, the Amharic version questionnaires have been piloted at Debremarkos primary schools to test the instrument and improvement for further use. The pilot test was done at Debremarkos elementary schools at Amhara Region. Because my brother is working in one of the elementary schools found in the mentioned area. He knew most of the teachers and principals that helped the researcher to facilitate data collection. The field test was conducted with 100 4<sup>th</sup> grade students (50-boys and 50-girls) and 10-teachers (4-Male and 6-Female) at 3-elementary schools. 100 students were selected employing systematic random sampling technique. To do this the attendance sheets had facilitated this work. Among 100 students, 6-students responses were excluded in the analysis because the questionnaires were not filled properly. 10-teachers were taken purposely to test the instruments.

The analysis of the items was done to improve or discard (if any) poor items. The items were judged as poor or better based on discrimination power using chi-square test of significance and item total correlation coefficients. All items which have positive item total correlation were not taken into the actual study. Instead better items were selected based on correlations of almost 0.30 and

above for student questionnaire and almost 0.65 and above for teacher questionnaire items. See appendices F and G.

### **3.4. C. MAIN STUDY**

Since the scales of the above mentioned variables have been clearly prepared, validated and piloted, these were analyzed based on discrimination power, item total correlation and cronbach alpha reliability coefficients. After that the researcher had oriented his assistants on the procedures how to administer the questionnaires to the sample groups. In student questionnaires each item was read by the assistants and the students gave their responses on each item. The assistants read student questionnaire to avoid reading difficulty. On the other hand teacher questionnaires were given to teachers while their students fill the questionnaire in separate classes or shades out side classes. During this time the researcher was the supervisor to avoid ambiguity and enhancement of clarity at different sections while the administrations were held.

Besides, student questionnaire administrations were conducted by non teachers in order to reduce the possible effect on the reliability of the data to be collected. Because students may not feel easy to respond to the questionnaire about their class teacher in their presence. All the questionnaires were administered in Amharic language to make understandable. After the data gathered in a manner mentioned, it was analyzed using the following statistical method as follows.

In order to examine the relationship between dimensions of teacher self concept such as pedagogical, social, personal, administrative self to teachers use of leadership style dimensions that are initiating structure and consideration; to see the relationship between teacher self concept dimensions listed above to teachers use of power dimensions like legitimate, reward, coercive, expert and reference power; more over, to examine the relationship between dimensions of teachers self concept to dimensions of students educational outcomes, such as students self concept, their motivation to learn, attitude toward peers, teachers,

and school; Further more, to investigate the relationship between dimensions of teachers leadership styles and use of power to students educational outcomes which are listed above, Pearson correlation coefficient was employed. It was computed using the score of 46-class teachers with mean score of 10-sample students in each of the 46-class teacher. For instance a class teacher score was correlated with mean score of almost his 10-students in his class.

To explain the degree to which the dimensions of teacher behaviors and dimensions of students educational outcomes to be predicted by the independent variable teacher self concept and to describe the degree to which the dimensions of teacher leadership styles and use of powers to predicate students educational outcomes stepwise regression was intended to employ. Fortunately, since the relationships between variables mentioned above were too weak, this statistical method was failed to be used.

To do the above analysis, the test of significance for all variables was performed at level of alpha 0.05. These analyses were done using SPSS. Based on the findings obtained summary and recommendations were drawn.

## Chapter Four

### 4. Results and Discussion

The data obtained through questionnaires were analyzed in accordance with the research questions using Pearson correlation coefficients. The results are presented in two parts. The first one is the description of the findings followed by statistical interpretations. The second is discussion part which was made in the light of previous theories and findings.

#### 4.1. RESULTS

**Table 4.1.1. Results of correlation Analysis between Teacher self-concept and use of Leadership styles**

Leader Ship	Teachers use of consideration	Teachers use of initiating structure
Teacher Self concept		
Personal self	0.027	0.073
Pedagogical self	0.059	-0.063
Social self	0.167	0.094
Administrative self	0.020	-0.162

Table 4.1.1 indicates that low positive correlation was obtained between teacher personal self concept with teachers use of consideration and initiating structure leadership ( $r= 0.027$ ,  $P>0.05$  and  $r=0.073$ ,  $p>0.05$ ) respectively. Similarly, pedagogical self concept was positively correlated with teachers use of consideration leadership style ( $r=0.059$ ,  $p>0.05$ ) but negatively with initiating structure leadership ( $r=-0.063$ ,  $p>0.05$ ). Social self concept was positively related with students perception of their teachers use of consideration and initiating structure leadership style ( $r=0.167$ ,  $p>0.05$  and  $r=0.094$ ,  $p>0.05$ ) respectively. Besides, the relationship between administrative self concept and teachers use of consideration leadership style was positive ( $r=0.020$ ,  $p>0.05$ ), but negative association also observed between teacher administrative self

concept and teachers use of initiating structure leadership style ( $r=-0.162$ ,  $p>0.05$ ).

The finding demonstrate that though most of the relationship among teacher self concept dimensions to teachers use of consideration and initiating structure leadership were positive, they were not statistically significant.

**Table 4.1.2. Result of correlation Analysis between Teachers self concept and use of powers.**

Use of power Teacher Self Concept	Legitimate power	Reward power	Coercive power	Expert power	Reference power
Personal self	0.189	0.162	0.147	0.256	0.150
Pedagogical self	0.138	0.258	0.273	0.110	0.289
Social self	0.210	<b>0.349*</b>	0.199	0.213	0.290
Administrative self	-0.081	0.254	0.006	-0.050	0.194

\* Significant at 0.05 level (2-tailed)

The relationship between teacher social self-concept and teachers use of reward power shown in table 4.1.2 was found statistically significant ( $r=0.349$ ,  $p<0.05$ ). On the other hand, positive correlation of teachers personal self to teachers use of legitimate power, reward power, coercive power, expert power and reference power ( $r=0.189$ ;  $0.162$ ;  $0.147$ ;  $0.256$ ;  $0.150$ ,  $p>0.05$ ) was found respectively but not statistically significant. Similarly teachers pedagogical self-concept was positively but not significantly associated with teachers use of legitimate power, reward power, coercive power, expert power, and reference power ( $r=0.138$ ;  $0.258$ ;  $0.273$ ;  $0.110$ ; and  $0.289$ ,  $p>0.05$ ) respectively. The relationship between administrative self-concept and teachers use of legitimate power and expert power was negative ( $r=-0.081$  and  $r=-0.050$   $p>0.05$ ) and positive relationship have been obtained between teachers administrative self-concept to teachers use of reward power, coercive power, and reference power ( $r=0.254$ ;  $0.006$  and  $0.194$ ,  $p>0.05$ ) respectively but not statistically significant.

Based on table 4.1.2 one can understand that among teacher self concept and teachers use of power dimensions, only significant association was observed between teacher social self-concept and students perception of their teachers use of reward power. For the rest, weak positive and negative associations were found.

**Table 4.1.3. Results of correlation Analysis between Teacher Self-concept and students educational outcomes**

S. Edu.outcom. Teacher self	Student self-concept	Students motivation to learn	Attitude to peers	Attitude to teachers	Attitude to school
Personal self	0.069	0.236	-0.214	0.220	0.083
Pedagogical self	<b>0.314*</b>	<b>0.363*</b>	0.183	<b>0.321*</b>	<b>0.351*</b>
Social self	0.146	<b>0.374*</b>	0.059	<b>0.313*</b>	0.284
Administrative self	0.018	<b>0.352*</b>	0.028	0.196	0.192

\* Significant at the 0.05 level (2- tailed).

Table 4.1.3 Demonstrates that teachers personal self-concept was positively correlated with students self-concept, students motivation to learn, students attitude towards teachers, and school ( $r=0.069$ ;  $0.236$ ;  $0.220$  and  $0.083$ ,  $p>0.05$ ) respectively. However, teachers personal self-concept was negatively associated with students attitude towards peers ( $r=-0.214$ ,  $p>0.05$ ). Positive significant relationship was obtained between teacher pedagogical self concept with students self-concept ( $r=0.314$ ,  $p<0.05$ ); students motivation to learn ( $r=0.363$ ,  $p<0.05$ ); students attitude towards teachers ( $r=0.321$ ,  $p<0.05$ ) and students attitude towards school ( $r=0.351$ ,  $p<0.05$ ). On the other hand, positive but not significant relationship was observed between teacher pedagogical self concept and students attitude towards peers ( $r=0.183$ ,  $p>0.05$ ). So one observe that most of the relationships of teachers' pedagogical self and students' educational outcomes are significant, except the relation between teacher pedagogical self concept and students' attitude towards peers.

The table also portrays that significant positive association was obtained between teacher social self with students motivation to learn ( $r=0.374$ ,  $p<0.05$ ) and students attitude towards teachers ( $r=0.313$ ,  $p<0.05$ ). On the other hand, weak positive relationship was found between teacher social self to students self concept ( $r=0.146$ ,  $p>0.05$ ); students attitude to peers ( $r=0.059$ ,  $p>0.05$ ) and students attitude towards school ( $r=0.284$ ,  $p>0.05$ ). Thus, there was significant relation only between teacher social self-concept and students' motivation to learn and attitude towards teachers. The table also reveals that weak and not significant positive associations were found between teacher administrative self with students self concept ( $r=0.018$ ,  $p>0.05$ ); students attitude to peers ( $r=0.028$ ,  $p>0.05$ ); students attitude towards teachers ( $r=0.196$ ,  $p>0.05$ ); students attitude towards school ( $r=0.192$ ,  $p>0.05$ ). However, positive significant relation has been obtained between teacher administrative self-concept and students motivation to learn ( $r=0.352$ ,  $p<0.05$ ).

To sum up, there were statistically significant positive association between teacher pedagogical self with students all educational outcomes dimensions except students attitude towards peers. Besides, statistically significant positive correlations were obtained between teacher social self-concept with students motivation to learn and attitude towards teachers. Like wise, significant positive relation was found between teacher administrative self concept with students motivation to learn.

**Table 4.1.4. Results of correlation Analysis between Teachers use of Leadership and students Educational outcomes**

Edu.Out.com. Leadership.	Students self- concept	Students motivation	Attitude to peers	Attitude to teachers	Attitude to school
Initiating structure	<b>0.367*</b>	0.029	0.219	0.096	0.231
consideration	<b>0.453**</b>	0.209	0.219	0.135	<b>0.331*</b>

\*\*Significant at 0.01 level (2-tailed) \* Significant at 0.05 level (2-tailed)

Table 4.1.4 above displays that weak positive association was obtained between teachers use of initiating structure leadership and students motivation to learn, students attitude towards peers, attitude towards teachers, and attitude towards school ( $r=0.029$ ;  $r=0.219$ ;  $r=0.096$ ; and  $r=0.231$ ,  $p>0.05$ ) respectively. On the other hand, positive statistically significant association was found between teachers use of initiating structure leadership and students self-concept ( $r=0.367$ ,  $p<0.05$ ). The table also demonstrates that positive but not significant relation was found between teachers use of consideration leadership style with students motivation to learn ( $r=0.209$ ,  $p>0.05$ ), students attitude towards peers ( $r=0.219$ ,  $p>0.05$ ) and students attitude towards teachers ( $r=0.135$ ,  $p>0.05$ ). However, statistically significant positive association was obtained between teachers use of consideration leadership and students self-concept ( $r=0.453$ ,  $p<0.05$ ) and between teachers use of consideration leadership and students attitude towards school ( $r=0.331$ ,  $p<0.05$ ).

Based on the findings above, we can summarize that teachers use of initiating structure and consideration leadership styles were significantly related with students self-concept. Positive significant association was also observed between teachers use of consideration leadership style and students attitude towards school. On the other hand, positive relationships have been found among teacher leadership styles with students motivation to lean, students attitude towards peers and teachers, but not statistically significant.

**Table 4.1.5. Result of correlation Analysis between Teacher use of powers and students Educational outcomes.**

Edu.out.comes \ Use of power	Students self-concept	Student motivation to learn	Attitude to peers	Attitude to teachers	Attitude to school
Legitimate power	0.270	0.051	0.145	0.109	0.216
Reward power	0.087	0.220	0.055	0.077	0.105
Coercive power	0.232	0.206	0.278	0.227	0.248
Expert power	0.253	-0.001	-0.012	0.083	0.071
Reference power	0.156	0.108	0.160	0.236	0.226

Relationships between teachers' use of powers and their students' educational outcomes, the correlation coefficients attached to each pair of variables in table 4.1.5 demonstrate the following weak and not significant relationships:

1. Legitimate power was positively related with students self-concept ( $r=0.270$ ,  $p>0.05$ ), motivation to learn ( $r=0.051$ ,  $p>0.05$ ), attitude to peers ( $r=0.145$ ,  $p>0.05$ ), attitude to teachers ( $r=0.109$ ,  $p>0.05$ ) and attitude to school ( $r=0.216$ ,  $p>0.05$ );
2. Reward power was positively associated with students self-concept ( $r=0.087$ ,  $p>0.05$ ), motivation to learn ( $r=0.220$ ,  $p>0.05$ ), attitude to peers ( $r=0.055$ ,  $p>0.05$ ), attitude to teachers ( $r=0.077$ ,  $p>0.05$ ) and attitude to school ( $r=0.105$ ,  $p>0.05$ );
3. Coercive power was attached positively with students self-concept ( $r=0.232$ ,  $p>0.05$ ), motivation to learn ( $r=0.206$ ,  $p>0.05$ ), attitude towards peers ( $r=0.278$ ,  $p>0.05$ ), attitude towards teachers ( $r=0.227$ ,  $p>0.05$ ) and attitude towards school ( $r=0.248$ ,  $p>0.05$ );
4. Expert power was associated positively with students self concept ( $r=0.253$ ,  $p>0.05$ ), attitude towards teachers ( $r=0.083$ ,  $p>0.05$ ), attitude towards school ( $r=0.071$ ,  $p>0.05$ ). On the contrary, expert power negatively related with students motivation to learn ( $r=-0.001$ ,  $p>0.05$ ) and students attitude towards peers ( $r=-0.012$ ,  $p>0.05$ ).
5. Reference power was positively related with students self concept ( $r=0.156$ ,  $p>0.05$ ), motivation to learn ( $r=0.108$ ,  $p>0.05$ ), attitude towards peers ( $r=0.160$ ,  $p>0.05$ ), attitude towards teachers ( $r=0.236$ ,  $p>0.05$ ) and attitude towards school ( $r=0.226$ ,  $p>0.05$ ).

From the table we can understand that there was no statistically significant relationship among various dimensions of teacher use of powers and students educational outcomes.

**Table 4.1.6. Summary of findings of the relationships among teacher self-concept to teacher behaviors and students educational outcomes.**

Administrative self	Social self	Pedagogical self	Personal self		consideration	Initiating structure	Legitimate power	Reward power	Coercive power	Expert power	Reference power
		*		Student self-concept	**	*					
*	*	*		Motivation to learn							
				Attitude to peers							
	*	*		Attitude to teachers							
		*		Attitude to school	*						

\*\* Significant the 0.01 level (2- tailed) \* Significant at the 0.05 level (2-tailed)

In order to view all the relationships between the variables, the findings of correlation analyses are summarized in table 4.1.6 above.

**Students self concept:** This aspect of students educational outcome was observed to be significantly related to teachers pedagogical self concept ( $r=0.314, p<0.05$ ). Similarly, students self-concept is significantly associated with teachers use of leadership styles such as consideration ( $r=0.453, p<0.01$ ) and initiating structure ( $r=0.367, p<0.05$ ).

**Motivation to learn:** positive and significant associations have been obtained between students motivation to learn with teacher pedagogical self concept ( $r=0.363, p<0.05$ ), teachers social self concept ( $r=0.384, p<0.05$ ) and teacher administrative self concept ( $r=0.352, p<0.05$ ).

**Attitude towards peers, teachers, and school:** table 4.1.6 also reveals that no significant associations have been observed between attitude towards peers and all teacher self-concept and teacher behavior dimensions. On the contrary, students attitude towards teachers were significantly related to teachers pedagogical and social self concept ( $r=0.321, p<0.05$  and  $r=0.313, p<0.05$ ) respectively. Students attitude towards school is significantly associated to

teachers pedagogical self concept and teachers use of consideration leadership ( $r=0.351$ ,  $p<0.05$ ); ( $r=0.331$ ,  $p<0.05$ ) respectively.

## **4.2. DISCUSSION**

In this part, implications of the results obtained, the consistency and inconsistency of the results in the present study with previous studies are discussed in line with the basic questions stated earlier. The discussion was made under the following headings. These are, Teacher self concept and teacher use of leadership styles; Teacher self-concept and teacher use of powers; Teacher self-concept and students educational outcomes; Teacher use of leadership and students educational outcomes; Teacher use of powers and students educational outcomes; Teacher self-concept to teacher behaviors and students educational outcomes.

### **4.2.1. TEACHER SELF CONCEPT AND TEACHER USE OF LEADERSHIP STYLE**

The result reveals that there was no statistically significant association between teacher personal self concept with teachers' use of consideration and initiating structure leadership (see table 4.1.1). These findings seem that teachers who perceive themselves about their personal qualities of being a teacher (for instance, to be warm and friendly, empathic, enthusiastic teacher, communicative and sensitive to student needs) as viewed by their students did not result in an impact to use initiating structure (e.g. structure his or her own role and the role of students to achieve the goal) and consideration leadership style (i.e. to act in a friendly and supportive manner, show concern for students) in the classroom.

The other dimension of teacher self concept is pedagogical self. When we see the relation between teacher pedagogical self with students perception on their teachers use of consideration and use of initiating structure leadership was positive and negative respectively but not significant (see table 4.1.1). This may

imply that students perceptions of their teachers to employ consideration leadership (in terms of finding time to listen to students problems, consulting students on important matters before going a head) and perceptions of use of initiating structure leadership (i.e. giving correction for their poor work, and assign tasks to students in class) has nothing to do with their class teacher view of themselves as good in pedagogical self concept (for instance, presenting the subject matter by appropriately selecting the relevant; encouraging students classroom interaction through discussion between teacher and students and among student themselves; sensitiveness to students reactions which protects the teacher from either boring them with unnecessary repetition or going fast and the like) in the classroom.

Teacher social self concept was positively but not significantly correlated with teachers use of consideration and initiating structure leadership style (see table 4.1.1). This finding may imply that students perception of their teachers to employ consideration and initiating structure leadership style was not a result of their class teachers view of themselves as good in social self concept (e.g. their relationship with her/his students, colleagues i.e. heads, supervisors, subordinates, and supporting staffs) in the classroom.

The other dimension of teacher self concept is administrative self, which was not significantly correlated with teachers use of consideration leadership and initiating structure leadership (refer table 4.1.1). These findings reveal that teachers who perceive themselves to be in school administration (related to pupils, staffs, and parents) was not viewed by their students to use consideration leadership in terms of providing friendship and mutual trust) in their classroom; teachers who perceive themselves adequate in school administration was not viewed by their students to use initiating structure leadership (i.e. to define and structure his role and the role of students for instance, to coordinate the activities of students) in the classroom.

The relation of teacher personal self with teachers' use of initiating structure was consistent with the earlier finding of (Chui-Chun et.al., 1992). However, they also reported that teacher personal self concept was significantly related with teachers' use of consideration leadership in the classroom. Similarly, they further indicated that teacher consideration leadership style is significantly associated with their pedagogical self concept; and among teachers self concept dimensions, pedagogical self has the strongest linear relation with teacher use of consideration leadership style. In contrast with the present finding, teacher social self concept was positively and significantly associated with teachers' use of consideration leadership style in the classroom (Chui-Chun et.al, 1992). Further they reported that teacher personal, pedagogical and social self concepts were an important predictor of teachers' use of consideration leadership. When they explored about administrative self concept, they demonstrated that teacher administrative self concept was significantly correlated with teachers' use of initiating structure leadership style and administrative self concept was the strongest predictor of the initiating structure leadership style in their classroom.

#### **4.2.2. TEACHER SELF-CONCEPT AND TEACHER USE OF POWERS**

Positive but not significant association was observed in the present study between teacher personal self with teacher use of powers in terms of legitimate power, reward power, coercive power, expert power and reference power (refer table 4.1.2). These results might depict that teachers who perceive themselves about their personal self concept were viewed by their students have no connection to apply legitimate power (i.e. making polite requests); reward power (e.g. use rewards to students which helps to reinforce desirable behavior); to avoid coercive power (i.e. use of penalties (punishment), give warnings which lead to undesirable behavior like anxiety and resentment); expert power (for instance, listen seriously student concerns, evoke student commitment, estimate positive and negative consequences that concern students directly and

indirectly); and reference power (i.e. to provide proper behavior, indicate a request is important to them) in the classroom.

Like wise, teacher pedagogical self concept was positively but not significantly associated with teachers' use of legitimate power, reward power, coercive power, expert power and reference power (see table 4.1.2). This result imply that teachers who perceive themselves to use pedagogical self (i.e. in providing appropriate practical work, consolidating fundamental points, making significant contribution to their students, encourage students to explain each other, making their meaning clear) was not viewed by their students to use legitimate power; reward power, to avoid coercive power; expert power and reference power in the classroom setting. However, teacher social self was positively and significantly associated with teachers' use of reward power.

Teacher administrative self concept was positively but not significantly related with students use of reward power, coercive power, and reference power but negatively with legitimate power and expert power (refer table 4.1.2). These association imply that teachers who perceive themselves as adequate in school administration related to pupils, staffs, and parents was not viewed by their students consistent with the use of expert power (e.g. to respect for their students, to avoid rash and careless statements that irritate students); and to use legitimate power (tell reasons for a request, to use clear requests for their students) in the classroom.

In contrast with this study, Chui-Chun et.al (1992) demonstrated that significant positive association was obtained between teacher personal self concept with teachers' use of reward power and reference power. However, negative and significant relation was observed between teacher personal self concept and teachers' use of coercive power.

These researchers also indicated that pedagogical self is strongly related to expert power, reward power, and reference power. In line with this finding, the

above researchers depict that teacher social self was significantly related with teachers' use of reward power. The other result of their study which was not observed in the present study, reported that teacher social self was significantly associated with teachers use of reference power but negatively with teachers' use of coercive power. In their finding they depict that administrative self concept was negatively correlated with teachers' use of expert power, legitimate power, reward power and coercive power. On the other hand, social self and pedagogical self were the determining predictor of teachers' use of reference and reward power in class when included together in the regression equation. The predicting power reaches 50% in each case. The pedagogical self was the sole predictor of teachers' use of expert power, while administrative self and personal self solely predict legitimate power.

The present discussion indicates that all teacher self concept dimensions did not significantly related with any of teacher use of power dimensions except the relation between teacher social self with reward power. The discussions that follow further show how teachers self concept dimensions were related/ not related to students educational outcomes.

#### **4.2.3. TEACHER SELF CONCEPT AND THEIR STUDENTS EDUCATIONAL OUTCOMES**

Form table 4.1.3, it is seen that there were no statistically significant linear relationship between teacher personal self concept and students educational outcomes. This result may depict that teachers who view themselves about their personal self concept (e.g. to understand student problems, pride in the services being performed, help students to communicate, avoid condemning students, encourage students to be responsible in their learning, view students in a very kind of light, promote friendly relations that indicate appreciation, trust, and watching students to grow more meaningful, assign appropriate challenges, provide reinforcement and encouragement during tasks) was not

influential on students development of self concept, motivation to learn, attitude towards peers, teachers, and school.

On the other hand teacher pedagogical self was positively and significantly related to almost all students' educational outcomes in terms of students' self concept, motivation to learn, attitude to towards teachers, and school except attitude towards peers (see table 4.1.3). Similarly, positive and statistically significant relationship was obtained between teacher social self with students' motivation to learn and attitude towards schools.

Moreover, positive and statistically significant association was found between teacher administrative self-concept with students' motivation to learn. However, the relation between teacher administrative self with students self concept, attitude towards peers, teachers and school was positive but not statistically significant. These results may reveal that teacher sense of adequacy in managing general school administrative work related to pupils, staffs, and parents has nothing to do with students' development of self concept, attitude towards peers, teachers, and school.

Some of the findings of this study were in line with the earlier results of (Chui-Chun et.al, 1992). Their work demonstrated that teacher pedagogical self concept was significantly related to all students' educational outcomes. Similarly teacher social self concept was significantly related to all students' educational outcomes except attitude towards school. On the other hand, contradictory results were depicted by the current study between teacher personal self concept with students' educational outcomes. Their result indicated that teacher personal self concept was significantly correlated with students self concept, attitude towards peers, and motivation to learn. Further, there were no statistically significant linear association between teachers' administrative self concept and students' educational outcomes. Their work also revealed that the integrated effect of social and pedagogical self concept significantly explain 40% of the variance of students attitude to peers.

#### **4.2.4. TEACHERS USE OF LEADERSHIP STYLE AND THEIR STUDENTS EDUCATIONAL OUTCOMES**

The result of the present study reveal that teachers use of consideration leadership was significantly correlated with students educational outcomes in terms of students self concept and attitude towards school. Likewise, the finding also depict that teachers use of initiating structure leadership was significantly related with students self concept (see table 4.1.4).

Some of the findings of the present study were consistent with the work of (Chang and Ng, 1991, cited in Chui-Chun et.al, 1992). They reported that consideration and initiating structure leadership was positively associated with effective classroom indicators which were measured in terms of students' self concept, motivation to learn, and attitude towards peers, teachers and school. Similarly, teachers' use of consideration and initiating structure was substantially related to students' affective performance in terms of students' attitude towards teachers and school (Chang, 1991). On the other hand, teachers' use of consideration leadership was positively and significantly correlated with all students' educational outcomes. Whereas teachers use of initiating structure leadership was significantly related to students' motivation to learn (Chui-Chun et.al, 1992).

#### **4.2.5. TEACHER USE OF POWERS AND STUDENTS EDUCATIONAL OUTCOMES**

The results of this study indicate that teachers' use of legitimate power was not significantly related with any of students' educational outcomes in terms of students' self concept, motivation to learn, attitude towards peers, teachers and school (see table 4.1.5). This finding seem that teachers use of legitimate power (e.g. to make polite, clear requests, to reason out his request and to follow up, to verify (check) compliance) as viewed by their students does not seem to

positively influence students to develop their self concept, motivation to learn, attitude towards peers, teachers, and school.

Similarly, teachers' use of reward power was not significantly correlated with any of the students educational outcomes (refer table 4.1.5). This weak association between the variables may imply that teachers use of reward power (for instance, to use desirable rewards, to explain a criteria for giving rewards, give rewards symbolically to reinforce desirable behavior) as viewed by their students has nothing to do with development of students self concept, motivation to learn, attitude towards peers, teachers, and school in the classroom.

Likewise, positive but not statistically significant association was observed between teachers' use of coercive power with all students educational outcomes (see table 4.1.5). These low association may depict that teachers instead of avoiding use coercive power (e.g. use penalties or punishment, give prior warnings, not to remain calm and helpful, not encourage improvement to avoid the need for punishment, not ask students to suggest ways to improve and not to administer discipline in private) as viewed by their students did not result in an impact to develop their educational outcomes in the classroom.

When we come to expert power, it was positive but not significant correlation was found with students self concept, attitude towards peers and teacher. On the contrary, negative association was obtained between teacher use of expert power to students' motivation to learn and attitude towards peers. This result may imply that teachers who apply expert power (e.g. to explain why a request is important, to provide evidence that a proposal will be successful, to listen seriously student concerns, to show respect for their students) viewed by their students did not result in an impact to develop their self concept, motivation to learn, attitude towards peers, teachers, and school in the classroom.

Furthermore, positive but not statistically significant relation was obtained between teachers' use of reference power with students all educational outcomes (see table 4.1.5). This finding may indicate that teachers use reference power (e.g. to indicate that a request is important to them, to provide an example of proper behavior or role modeling) viewed by their students has nothing to do with students development of their self concept, motivation to learn, attitude towards peers, teachers and school.

The findings reported so far are not consistent with the other studies. Teachers' use of expert power, reference power, and coercive power was substantially correlated with students' affective performance in terms of attitude towards teachers and school in the study by (Cheng, 1991). Other contrary results were also reported. Students self concept was significantly correlated with teachers use of reward power and reference power; students' attitude towards peers related significantly to expert power, reward power, reference power but negatively with coercive power; students attitude to school was correlated significantly to expert power, reward power, legitimate power, and reference power, but negatively to coercive power; students attitude to teacher significantly related with expert power, legitimate power, reward power and reference power and negatively with coercive power; significant relation was also observed between students motivation to learn and reward power but negatively with legitimate power (Chui-Chun et.al, 1992). The authors also indicated that reward power and reference power were two key factors that predict all students' educational outcomes.

#### **4.1.6. SUMMARY OF TEACHER SELF CONCEPT WITH TEACHER BEHAVIORS AND STUDENTS EDUCATIONAL OUTCOMES**

In order to view all the relationships between the variables treated in this study, the result of correlation analysis is summarized in table 4.1.6 above. The following discussion attempts to demonstrate positively significant associations.

**Students self concept:** This element of students educational outcomes was found to be positively and significantly associated with teachers use of consideration as well as initiating structure leadership styles. Similarly, students' self concept was significantly related with teacher pedagogical self concept.

**Students' attitude towards teachers and school:** The table also reveals that students attitude towards teachers was significantly related to teachers social and pedagogical self. On the other hand, students' attitude towards school was significantly correlated to teacher pedagogical self concept.

**Students motivation to learn:** This aspect of students educational outcomes was also positively and significantly related to teachers social self, pedagogical self and administrative self.

Some of the findings of this study are in line with (Trowbridge, 1970 cited in Smith and Smith 1979). He reported a significant correlation between the self concept of teachers and those of students. When we come to the specific aspect of teacher self concept, some results of the present study agreed with the work of (Chui-Chun et.al, 1992) but other findings were not in line with this study. They found that students self concept was observed to be significantly related with teachers consideration leadership and use of reference power and reward power. The uses of power and leadership styles were highly correlated with teachers' social, pedagogical and personal self concept. Students self concept was strongly associated with teacher social, pedagogical and personal self-concept. These findings allowed the authors to propose that teachers perception of their personal, social and pedagogical qualities as teachers might be influential to the development of self concept.

Attitude towards peers, teachers and schools Chui-Chun et.al (1992) reported that teachers' leadership styles and use of powers were significantly related to students' attitude to peers, teachers and school. They are also correlated to

teachers' social, pedagogical and personal self. Besides, on motivation to learn, those authors examined that consideration and initiating structure leadership were correlated significantly with students' motivation to learn. Reference and reward powers were more significantly related to students' motivation to learn than legitimate power. Furthermore, the above mentioned variables of teacher behaviors were strongly associated with all four dimensions of teacher self concept. Based on the findings, they concluded that all four self concept dimensions were highly correlated with students' motivation to learn. The regression analysis further suggested that social self and administrative self were taken as key contributors in predicting students' motivation to learn.

Though various endeavors were made to get the expected results on the variables studied, most of the findings of this study were inconsistent with the work of previous researchers. The several reasons for these contradictory results might be attributed to differences:

- On the nature of schools from where the samples were selected, earlier researchers used government and private schools where as in the present study only government schools were taken;
- In the provision of educational facilities like books and other necessary materials.
- In grade levels earlier research was conducted at 5<sup>th</sup> and 6<sup>th</sup> grade levels where as the present research conducted at 4<sup>th</sup> grade level. Class sizes of the earlier studies were conducted on average 32 but in our case the average class size was 50.

These might be the sources for these inconsistent findings from previous results.

## CHAPTER FIVE

### 5. SUMMERY AND RECOMMENDATIONS

#### 5.1 SUMMERY

The purpose of this study was to investigate the relationship of teacher self concept to teacher behaviors and students educational outcomes at first cycle primary schools of *Fogra* and *Libokemkem Woredas*. To achieve this end the following main questions were stated in the beginning of the study.

1. Is there a significant relationship between teacher self concept and teacher behaviors?
2. Is there a significant relationship between teacher self concept and students educational outcomes?
3. Is there a significant relationship between teacher behaviors and students educational outcomes?

To answer these leading questions, the participants were randomly selected from 16-first cycle primary schools in the study areas. From these schools 460 (230 girls and 230 boys) were systematically selected from 4<sup>th</sup> grade students. However, only 406 (200 girls and 206 boys) of the sample respondents were included for final analysis. 54 students were excluded because they failed to answer all questions. In addition to sample students, 46 teachers (21 females and 25 males) were purposely selected. The measures used were teacher self concept, teacher behaviors and students educational outcome dimensions. The collected data were analyzed using Pearson product moment correlation coefficients. The results in the final analysis revealed that:

1. Though, most of the relationships among teacher self concept dimensions to teacher use of consideration and initiating structure leadership were positive, these were not statistically significant.
2. Among teachers self concept and teachers use of power dimensions, only significant correlation was observed between teacher social self concept and teachers use of reward power. However, weak positive and negative but not

significant relationships were found between other teacher self concept and use of power dimensions.

3. There were statistically significant positive associations between teacher pedagogical self concepts with all students' educational outcomes except students' attitude towards peers. Besides, statistically significant positive correlations were obtained between teacher social self concept with students' motivation to learn and attitude towards teachers. Similarly, significant positive association was found between teacher administrative self concepts with students motivation to learn. On the contrary, other relationships were not statistically significant.

4. Teachers use of initiating structure and consideration leadership styles were significantly related with students self concept. The remaining correlations were positive and negative but not statistically significant.

5. Among the relationship between teacher use of powers and students educational outcomes, no significant positive and negative associations were observed.

## **5.2. RECOMMENDATIONS**

On the basis of the results of this study, the following recommendations were suggested to school principals and teachers in the study areas.

- Even though, various authors in their study clearly demonstrated the importance of good teacher self-concept, in the present study results revealed that it is often neglected among practicing teachers that enhance students educational outcomes. This is not a healthy phenomenon in providing quality education to our generation. Thus, training these personnel related to the development of personal, pedagogical, social and administrative self concept is extremely valuable. Because such training is very essential in the development

of school principals and teachers with healthy self concept, which is the basis for their action.

- Self perception precedes the understanding of others. Therefore, school principals should always have an awareness of the importance of their own positive self concept in the personal, pedagogical, social as well as administrative dimension. In this way, teachers might possibly be influenced by the principals and in turn develop their self concept in the right direction.
- Teachers should always be aware of the impact of their self concept as well as their behaviors on students' educational outcomes. The use of appropriate leadership and powers like consideration leadership and reward power will enhance students' educational outcomes, while the use of in appropriate one, like coercive power might suppress students' positive out puts in the class.
- To further clarify and sharpen our understanding on the variables studied, the researcher underlines the need for further research. To do this, improving the present instruments, sample size and the like are very important.

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**APPENDIX- A**  
**Addis Ababa University**  
**School Of Graduate Studies**  
**Department of Psychology**

*Dear Teachers*

*This research is designed to understand what primary school teachers think about themselves and how that enable students in their learning. The information to be collected is valuable for the researcher and it provides implication to school principals, Educational decision makers at various levels, in discharging daily management duties. Moreover, the results of this research might also provide useful inspiration to teachers to develop their profession, which includes elements that encourage effective classroom teaching and positives self-development. Hence, you are kindly requested:*

- *to respond every statement as honestly as possible. There are no right or wrong responses. Read all options before responding to any statement.*
- *The responses will be treated confidentially*

*Thank you for your co-operation. It is truly appreciated.*

Teacher's Name \_\_\_\_\_ School's name \_\_\_\_\_

Section \_\_\_\_\_ Sex: \_\_\_\_\_

Years of teaching experience: \_\_\_\_\_ Age: \_\_\_\_\_

**Part I. Teacher Perception about themselves**

Please read each of the following statements carefully and then indicate the degree of your agreement. The degree of agreement is in 5 categories as given below. Put a tick mark (√) under the given categories in front of each item. Your honest responses are appreciated. The categories are: *Strongly disagree, Disagree, Undecided, Agree, Strongly agree.*

No	Statements	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	I feel happy to have warm and friendly relation with pupils					
2	I feel confident when I present lessons clearly					
3	My comments to pupils are positive, supportive and relaxing					
5	I dislike doing administrative works related to staff					
6	Friendly interaction with students is a source of fun to me					
7	It is required to alter plans and directions when it assists pupils learning					
8	Often, I am not sure in applying appropriate methods for a lesson					
9	I dislike talking to parents regularly on their pupils' learning					
11	I feel discomfort to alter plans and directions even if it is good for pupils learning					
12	Relative to my colleagues, my verbal skills are quite good					
13	I feel that school administrative works are the task of principals					

14	When doubts/questions are asked outside the class by pupils, I feel enthusiastic to discuss with them.					
15	It is difficult for me to apply some methods of teaching					
16	Overall, I have positive feelings to pupils, colleagues, supporting staff and parents					
17	I like to look upon principal as a friend					
18	I dislike to condemn pupils in my class who answer wrongly to questions					
20	Sometimes it is difficult for me to talk to principal and supervisors					
21	I like to do administrative tasks with colleagues					
22	I often use verbal rewards to reinforce pupil's good behavior					
23	I enjoy explaining difficult concepts clearly					
25	It is difficult for me to make friends easily with the staff					
26	I have a goal to make significant contribution to pupils learning					
27	At school, colleagues usually ask me for help					
29	I like to share personal thoughts and feelings with pupils					
30	I like to provide proper practical works to pupils					
31	I am creative, I can devise new methods of teaching					
32	Principals have often been happy with my administrative work related to pupils					
33	I like to use humor to keep pupils attention					
34	My classroom interaction is enjoyable to me					
35	I think teaching demands a collaborative effort					
36	I have trouble with most administrative tasks related to staff					
37	I face difficulty in using some teaching methods					
38	I like to make significant contribution to students learning					
39	I think supportive relationship foster pupils self-esteem					
40	I make friends easily with members of the staff					
41	I like to communicate regularly with parents to foster pupils learning					
42	I am interested to consolidate fundamental ideas in a lesson					
44	I dislike to share personal thoughts and feelings with pupils					
45	I think others like my physical appearance					
46	I often feel less confident to communicate about pupils success or failure with parents					
47	I hate administrative work of the school					
48	I doubt my self to be responsible for the development of pupils					
49	I think teachers and parents are mutually reinforcing partners to educate pupils					
50	I am good at most administrative work at school					
51	I feel I am a worthy teacher					
52	I feel that my professional development (improvement in my knowledge and skills) is important to me.					
53	I like collaborative effort to enhance shared understanding					
55	I have always done well in various teaching methods					

56	I am interested to grow professionally					
57	I like to treat pupils with dignity and respect at all times					
58	I feel I am a person valued by others					
59	I do not like to actively seek opportunities for professional growth					
60	I feel accepting responsibility means inviting troubles					
61	I often have doubts about my further learning					

Note \*= negative item

Teacher Personal Self 1, 7, 11\*, 14, 22, 25\*, 29, 33, 41, 44\*, 45, 48\*, 51, 58, 60

Teacher Pedagogical Self 2, 8\*, 15\*, 20\*, 23, 26, 30, 31, 34, 37\*, 38, 42, 52, 55, 56, 59\*, 61\*.

Teacher Social Self 3, 6, 9\*, 12, 16, 27, 35, 39, 46\*, 49, 53, 57. Teacher Administrative Self, 13\*, 17, 18, 21, 32, 36\*, 40, 47\*, 50

**PART 2. Teacher Perception on Students Motivation to Learn**

Please read each of the following statements carefully and then indicate the degree of your agreement. The degree of agreement is in 5 categories as given below. Put a tick mark (✓) under the given categories in front of each item. Your honest responses are appreciated. The categories are: *Strongly disagree, Disagree, Undecided, Agree, Strongly Agree.*

Statements		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	My pupils put forth the necessary effort to answer difficult questions					
2	My pupils are not making sacrifices today, for the benefit of their future					
3	My pupils are eager to learn new things					
4	My pupils can not be successful in their studies					
5	My pupils believe that they can always improve					
6	My pupils like to find solutions to complex problems					
7	My pupils make sacrifices today to benefit their future					
8	My pupils accept responsibility for their studies					
9	My pupils try to do their best on every assignments					
10	My pupils are very attentive in their studies					
11	My pupils feel pretty competent after learning for a while					
12	My pupils think reading and studying are boring					

Note \*= Negative Items

Teacher Perception on Students Motivation to Learn 1, 2\*, 3\*, 4, 5, 6, 7, 8, 9, 10, 11, 12\*

**ተቀፅላዎች- B**

በአዲስ አበባ ዩኒቨርሲቲ  
የድህረ ምረቃ ትምህርት ቤት  
የሳይኮሎጂ ትምህርት ክፍል

ውድ መምህራን

ይህ ጥናት የአንደኛ ደረጃ ትምህርት ቤቶች መምህራን ያላቸውን ግንዛቤ፣ ባህሪና ከተማሪዎች አስተሳሰብ ወይም አመለካከት ጋር ያለውን ዝምድና ለመፈተሽ የተዘጋጀ ሲሆን የሚሰበሰበው መረጃ ለተመራማሪው እጅግ ጠቃሚ ከመሆኑም በላይ ትምህርትን ለማሻሻል ጥረት ለሚያደርጉ አካላት ሁሉ የቀን ተቀን የአመራር ሚናቸውን ለመወጣት ጉልህ አስተዋጾ ያደርጋል። በተመሳሳይ መምህራን ሙያቸውን ለማሳደግ ጥሩ መነሳሳትን ይፈጥራል ተብሎ ይታመናል። በመሆኑም መምህራን፡-



	እወዳለሁ						
42	የክፍለ ጊዜውን ትምህርት ፍሬ ሃሳቦችን ማጠናከር እወዳለሁ						
44	የግል ሐሳቦቼንና ስሜቶቼን ለተማሪዎች ማካፈል አልፈልግም						
45	እኔ እንደሚመስለኝ ሌሎች ያለኝን የሰውነት አቋም ይወዱልኛል						
46	ስለተማሪዎች የትምህርት ውጤት ከወላጆች ጋር ሁልጊዜ ለመነጋገር ያለኝ በራስ መተማመን ዝቅተኛ ነው						
47	የትምህርት ቤት አስተዳደራዊ ስራዎችን እጠላለሁ						
48	ለተማሪዎቹ ሁለንተናዊ ዕድገት መሳካት ያለኝን የሐላፊነት ስሜት እጠራጠራለሁ						
49	ለተማሪዎች ትምህርት መሳካት ወላጆችና መምህራን የሚደጋገፍ አካላት እንደሆኑ አስባለሁ						
50	በአብዛኛዎቹ የትምህርት ቤት አስተዳደራዊ ስራዎች ጥሩ እሰራለሁ						
51	ብቁ መምህር እንደሆንኩ ይሰማኛል						
52	በዕውቀት፣ በክህሎትና በአመለካከት መሳልበት ለኔ ጠቃሚ እንደሆነ ይሰማኛል						
53	የጋራ መግባባትን ለማሳደግ የተቀናጀ ጥረትን እወዳለሁ						
55	በተለያዩ የማስተማሪያ ዘዴዎች ሁልጊዜ ጥሩ እሰራለሁ						
56	በሙያዬ ለማደግ ፍላጎት አለኝ						
57	ሁል ጊዜ ለተማሪዎች አክብሮት በመስጠት ተማሪዎቼን መንከባከብ እወዳለሁ						
58	እኔ እንደሚመስለኝ በሌሎች ዘንድ የምከበር ሰው ነኝ						
59	ለሙያዬ ዕድገት ስል የሚገኙትን የትምህርት ዕድሎች ለመጠቀም መስገብገብ አልፈልግም						
60	ሐላፊነትን መቀበል እራስን ለችግር መጋበዝ እንደሆነ ይሰማኛል						
61	ወደፊት ያለኝን የመማር ዕድል ሁልጊዜ እጠራጠራለሁ						

ክፍል ሁለት : መምህራን ስለተማሪዎቻቸው ያላቸውን ግንዛቤ ለመለካት የተዘጋጀ

መመሪያ:- ከዚህ በታች የተዘረዘሩትን አረፍተ ነገሮች በጥምር በማንበብ «በጣም አልስማማም፣ አልወሰንኩም፣ እስማማለሁ፣ በጣም እስማማለሁ» ከሚሉት አማራጮች ውስጥ አንዱን በመወሰን ከእያንዳንዱ አረፍተ ነገር ፊት ለፊት በተሰጠው ሰንጠረዥ ይህን «✓» ምልክት በማድረግ መልስ/ሽ::

ተ.ቁ	አረፍተ ነገሮች	በጣም አልስማማም	አልስማማም	አልወሰንኩም	እስማማለሁ	በጣም እስማማለሁ
	ተማሪዎች					
1	ከባድ ጥያቄዎችን ለመስራት ጥረት ያደርጋሉ					
2	ወደፊት መልካም ነገር አገኛለሁ በማለት አሁን መድከም አይፈልጉም					
3	አዳዲስ ነገሮችን ለመማር ፍላጎቱ አላቸው					
4	ወደፊት በትምህርታቸው ውጤታማ መሆን ይችላሉ ብዬ አላስብም አልገምትም					
5	ሁል ጊዜ ትምህርታቸውን ማሻሻል እንደሚችሉ አምናለሁ					
6	ለከባድ ጥያቄዎች መልስ መፈለግ ይወዳሉ					
7	ወደፊት መልካም ነገር ለማግኘት አሁን በዙ ጥረት ማድረግ ይወዳሉ					
8	ለትምህርታቸው ሐላፊነት ይሰማቸዋል					
9	በሚሰጥ የቤት ስራ የተሻለ ይሞክራሉ					
10	ሁለንም የትምህርት አይነቶች በጣም በትኩረት ይከታተላሉ					
11	ከተማሩ በኋላ ጥሩ ተወዳዳሪ እንደሚሆኑ ይሰማቸዋል					
12	ማንበብ እና ማጥናት እንደሚያሰለጅቸው ይሰማኛል					

### APPENDIX C

Addis Ababa University  
School of Graduate Studies  
Department of Psychology

Dear students

This research is designed to understand on what you think about your teachers and yourself as well as about your studies. This study will be valuable for the researcher and it provides information to

people who are interested in improving the Education. Further more, the established results might also help future teachers to do a better teaching and develop good relationship with students. Hence you are kindly requested:

- to give your opinion to all statements as honestly as possible.
- There are no right and wrong opinions. Read all options before giving your opinion
- Your opinions will be treated confidentially

Thank you for your co-operation. It is truly appreciated.

Student's Name \_\_\_\_\_ School's Name \_\_\_\_\_  
 Section \_\_\_\_\_ Roll Number \_\_\_\_\_  
 Sex: \_\_\_\_\_

Your Teacher's Name: \_\_\_\_\_

**Part1. To measure students perception about themselves.**

Please read each of the following carefully and indicate your degree of agreement. There are 3 ways of agreement: Disagree, Undecided, Agree. Put a tick mark (✓) under the given categories in front of each item, according to your opinion.

No	Statements	Disagree	Undecided	Agree
1	I have high expectation for my self			
2	I accept responsibility for my studies			
3	I like to find solutions to complex problems			
4	My teacher usually makes me happy			
5	I enjoy gathering with my class mates			
6	I do not want to learn many things			
7	I Like my teacher who encourage pupils participation in the class			
8	I like my teacher because he/she gives praise for work well done			
9	I hate my school			
10	I put forth the necessary effort to answer difficult questions			
11	I always dislike to go to school			
12	I learn quickly in most academic subjects			
13	I do not like to discuss any thing with my class mates			
14	I try to do my best on every assignments			
15	Some subjects do not make me feel capable			
16	I like to do many things for the school			
17	I would like to spend more time to study in the school			
18	I enjoy employing new ways of solving problems			
19	My teacher is flexible so I like him			
20	There is no use in making sacrifices to day to benefit my future			
21	I do my work better than my friends			

22	I have difficulty with most academic subjects			
23	I am eager to learn new things			
24	I like to talk with my teacher after class			
25	I am quite good at some subjects			
26	I think I can not be successful in my studies			
27	I like my school			
28	I am good at most academic subjects			
29	I want to help my classmates to learn better			
30	If I do not know an answer for any questions, I do not hesitate to ask others			
31	I enjoy doing work for most academic subjects			
32	I like my teacher who treat me fatherly or motherly			
33	I hate studying many academic subjects			
34	I think there is no use to put more effort to answer difficult questions			
35	It is fun to me to go to school			
36	I generally do better in some subjects than others			
37	I am very attentive in all my studies			
38	I like my teacher because he/she gives clear advise			
39	I like most academics subjects			
40	I dislike some pupils in my class to be my friends			
41	I believe I can always improve my studies			
42	I feel comfortable when I play with classmates			
43	I dislike my classmates who make noise			
44	I am interested in doing simple academic tasks only			
45	It is boring to go to school			

Student Self Concept scale 12\*, 15, 18, 22\*, 25\*, 28, 31, 33\*, 44. Student Motivation to Learn 1, 2, 3, 6\*, 10, 14, 20\*, 23, 26\*, 30, 34\*, 37, 41. Attitude towards Pees 5, 13\*, 21, 29, 40\*, 42, 43. Attitude towards Teachers 4, 7, 8, 19, 24, 32, 38. Attitude towards School 9\*, 11, 16, 17, 27, 35, 45\*

#### Part II. A. students' perception on their class teachers Leadership style

Please read each of the following statements carefully and indicate your degree of agreement. There are 3 ways of agreement: Always, Sometimes, Never. Put a tick mark (✓) under the given categories in front of each item, according to your opinions.

No	Items	Always	Sometimes	Never
1	He/she emphasizes deadline for assignments			
2	He/she is willing to listen pupils' opinions			
3	He/she criticizes pupils poor work			
4	He/she does not treat pupils equally			
5	He/she welcomes to pupils questions			
6	He/she assigns unclear tasks			

7	He/she coordinates the class-activities			
8	He/she has friendly relationship with me			
9	He/she is slow to accept new ideas			
10	He/she sees that pupils work up to capacity			
11	He/she makes me feel at ease when talking			
12	He/she offers new methods of solving problems			
13	He/she is doing personal favors for some pupils			
14	He/she not willing to listen pupils' questions			
15	He/she consults with pupils on important points before going a head			
16	He/she appreciates pupils' good work			
17	He/she puts suggestion made by pupils in to operation			
18	He/she does not use new approaches to solve problems			
19	He/she treats all pupils equal			
20	He/she is not willing to listen to pupils opinions			

Initiating Structure 1, 3\*, 6\*, 7, 10, 12, 14\*, 16, 18\*. Consideration 2, 4\*, 5, 8, 9\*, 11, 13\*, 15, 17, 19, 20

**Part 2 B. Students Perception on their Teachers Use of power.**

Please read each of the following statements carefully and indicate your degree of agreement.

There are 3 ways of agreement: Always, Sometimes, Never. Put a tick mark (✓) under the given categories in front of each item, according to your opinion. Give your actual and honest opinions.

Statements		Alwa ys	Som etim	Neve
I comply with my class teacher because				
1	he/she requests me clearly			
2	he/she provides rewards as promised			
3	he/she will punish otherwise			
4	he/she listens seriously to student concerns			
5	he/she is friendly with me			
6	he/she makes polite requests			
7	he/she offers desirable rewards			
8	he/she informs rules and penalties effectively			
9	he/she shows respect for me			
10	His / her request is important to me			
11	he/she explains reasons for a request			
12	he/she explains criteria for giving rewards			
13	he/she understands situation before punishing			
14	he/she acts confidently			
15	he/she does not ask for a personal favor			
16	he/she follows up to verify compliance			
17	he/she uses rewards for desirable behavior			
18	he/she encourages improvement to avoid the need for punishment			
19	he/she uses personal request when necessary			

Legitimate Power 1, 6, 11, 16. Reward Power 2, 7, 12, 17. Coercive Power 3\*, 8, 13, 1. Expert Power 4, 9, 14. Reference Power 5, 10, 15, 19

**ተቀፅላዎች D**

በአዲስ አበባ ዩኒቨርሲቲ  
የድህረ ምረቃ ትምህርት ቤት  
የሳይኮሎጂ ትምህርት ክፍል

**ውድ ተማሪዎች**

ይህ ጥናት የተዘጋጀው ተማሪች ስለመምህራን፣ ለራሳቸውና ለትምህርታቸው ያላቸውን አስተያየት ለመርዳት የተዘጋጀ ሲሆን ከዚህ የሚሰበሰበው አስተያየት ለተመራማሪው ጠቃሚ ከመሆኑም በላይ ለትምህርት መሻሻል ጥረት ለሚያደርጉ አካላት ሁሉ የቀንተቀን የአመራር ሚናቸውን ለመወጣት ይረዳል። በተጨማሪም የመማር ማስተማሩ ስራ ስኬታማ እንዲሆንና ከተማሪዎች ጋር መልካም ግንኙነት እንዲቆይ ያግዛል። ስለዚህ ተማሪዎች

- > በተቻለ መጠን በሁሉም የአስተያየት መስጫዎች በታማኝነት አስተያየታችሁን እንድትሰጡ እየጠየቅሁ ሁሉም ዓረፍ ነገሮች ትክክል እና ስህተት የሚባል ሃሳብ የላቸውም። ከመምረጣችሁ በፊት ሁሉንም ዓረፍተ ነገሮች በደንብ እንድታነቡ፤
- > ለዚህ ጥናት የሚሰጥ አስተያየት ሚስጥሩ የተጠበቀ ይሆናል፤

ስለትብብራችሁ አስቀድሜ አመሰግናለሁ።

የተማሪው ስም \_\_\_\_\_ የትምህርት ቤት ስም \_\_\_\_\_  
 ክፍል \_\_\_\_\_ ሴክሽን \_\_\_\_\_  
 ቁጥር \_\_\_\_\_ የታ \_\_\_\_\_  
 የመምህሩ ስም \_\_\_\_\_

ክፍል 1 ተማሪዎች ስለእራሳቸው ያላቸው ግንዛቤ ለመለካከት የተዘጋጀ

መመሪያ: ከዚህ በታች የተዘረዘሩትን አስተያየት መስጫዎች በማንበብ «አልሰማግም፣ አልወሰንኩም፣ እሰማለሁ» ከሚሉት አማራጮች ውስጥ አንዱን በመወሰን ከእያንዳንዱ አረፍተ ነገር በፊት ለፊት በተሰጠው ሰንጠረዥ የ «\» ምልክት በማድረግ መልስ/መልሽ።

ተ.ቀ.	አረፍተ ነገሮች	አልሰማግም	አልወሰንኩም	እሰማለሁ
1	ከራሴ ከፍተኛ የሆነ ነገር እጠብቃለሁ			
2	ለትምህርቴ ሐላፊነት ተቀብቻለሁ			
3	አስቸጋሪ ለሆኑ ጥያቄዎች መልስ መፈለግ እወዳለሁ			
4	መምህሬ ሁል ጊዜ ያስደስተኛል			
5	ከክፍል ጓደኞቼ ጋር መሰባሰብ ያስደስተኛል			
6	ብዙ ነገሮችን መማር ፍላጎት የለኝም			
7	በክፍል ውስጥ የተማሪዎችን ተሳትፎ ለሚያበረታታ / ስለምታበረታታ መምህሬን እወዳለሁ			
8	መምህሬን እወደዋለሁ ምክንያቱም ጥሩ ለሚሰሩ ተማሪዎች ማበረታቻ ስለሚሰጥ			
9	ትምህርት ቤቴን እጠላለሁ			
10	አስቸጋሪ ጥያቄዎችን ለመመለስ ጥረት አደርጋለሁ			
11	ሁል ጊዜ ትምህርት ቤት መሔድ አልወድም			
12	አብዛኛዎችን የቀለም ትምህርቶች በፍጥነት እማራቸዋለሁ			
13	ከክፍል ጓደኞቼ ጋር ተሰባስቤ መወያየት አልወድም			
14	ማንኛውንም የሚሰጠን የቤት ስራ የተሻለ ለመስራት እሞክራለሁ			
15	የተወሰኑ የትምህርት አይነቶች ይከብዱኛል			
16	ለትምህርት ቤቱ ብዙ ነገር መስራ እወዳለሁ			
17	በትምህርት ቤት ወስጥ እያጠናሁ ብዙ ጊዜ መቆየት እወዳለሁ			
18	በአዳዲስ መንገዶች ጥያቄዎችን መስራት ያስደስተኛል			
19	መምህሬ እንደ ሁኔታዎች ስለሚቀየር እወደዋለሁ			
20	ወደፊት መልካም ነገር ለማግኘት አሁን መድከም አልፈልግም			
21	ከጓደኞቼ የበለጠ ስራ መስራት እወዳለሁ			
22	ብዙ የቀለም ትምህርቶች ያስቸግሩኛል			
23	አዳዲስ ነገሮችን ለመማር ፍላጎቱ አለኝ			

24	ከክፍል ውጭ ከመምህራ ጋር መወያየት እወዳለሁ			
25	በጥቂት የትምህርተ አይነቶች በጣም ጥሩ እንደምሰራ ይሰማኛል			
26	ወደፊት በትምህርቴ ስኬታማ እሆናለሁ ብዬ አላስብም			
27	ትምህርት ቤቴን እወደዋለሁ			
28	በአብዛኛዎቹ የቀለም ትምህርቶች ደህና ነኝ			
29	የክፍል ጓደኞቼ ጥሩ ተማሪዎች እንዲሆኑ መረዳት እፈልጋለሁ።			
30	በማንኛውም ጥያቄ መልሱን ካላወቅሁት ጓደኞቼን ለመጠየቅ ወደኋላ አልልም			
31	በአብዛኛዎቹ የቀለም ትምህርቶች ጥሩ በመስራቴ እደሰታለሁ			
32	አባታዊ ወይም እናታዊ የሆነ እንክብካቤ ስለሚያደርግልኝ መምህራን እወዳታለሁ/እወደዋለሁ			
33	ብዙ የቀለም ትምህርቶችን ማጥናት እጠላለሁ			
34	ከባድ ጥያቄዎችን ለመስራት ብዙ ጥረት ማድረግ ጥቅም የለውም			
35	ወደ ትምህርት ቤት መሔድ ደስታ ይሰጠኛል			
36	ከሌሎች የትምህርት አይነቶች ይልቅ በተወሰኑት ጥሩ እሰራለሁ			
37	ሁሉንም ትምህርቶች በትኩረት እከታተላለሁ			
38	መምህራ ግልጽ የሆነ ምክር ስለምትሰጡኝ/ስለሚሰጡኝ እወደዋለሁ			
39	አብዛኛዎቹን የቀለም ትምህርቶች እወዳቸዋለሁ			
40	በክፍል ውስጥ ጥቂት ተማሪዎች የኔ ጓደኞች እንዲሆኑ አልወድም			
41	ትምህርቴን ሁልጊዜ ማሻሻል እንደምችል አምናለሁ			
42	ከክፍል ጓደኞቼ ጋር መጫዎት ደስ ይለኛል			
43	ጩኸት የሚያሰሙ የክፍል ጓደኞችን አልወዳቸውም			
44	ቀላል የትምህርት ስራዎችን መስራት ፍላጎቴ አለኝ			
45	ትምህርት ቤት መሔድ ያሰለኸኛል			

ክፍል 2/ሀ: ተማሪዎች ስለክፍል መምህራቸው ያላቸውን ግንዛቤ ለመለካት የተዘጋጀ

መመሪያ: ከዚህ በታች የተዘረዘሩትን ጥያቄዎች በጥጥር በማንበብ «ዘወትር፣ አንዳንድ ጊዜ፣ በፍፁም» ከሚሉት አማራጮች ውስጥ አንዱን በመወሰን ከእያንዳንዱ አረፍተ ነገር ፊት ለፊት በተሰጠው ሰንጠረዥ «√» ምልክት በማድረግ መልስ/ሽ

ተ.ቁ	አረፍተ ነገሮች	ዘወትር	አንዳንድ ጊዜ	በፍፁም
1	እሱ/እሷ የሰጠውን/ችውን የቤት ስራ ሰርተን የምናስረክብበት ቀን ላይ ትኩረት ያደርጋል/ታደርጋለች			
2	እሱ/እሷ የተማሪዎችን አስተያየት ለማዳመጥ ፈቃደኛ ናት/ነው			
3	እሱ/እሷ ጥሩ ያልሰራን ተማሪ ይነቅፋል/ትነቅፋለች			
4	እሱ/እሷ ሁሉንም ተማሪዎች በእኩል አያይም/አታይም			
5	እሱ/እሷ የተማሪዎችን ጥያቄ በአግባቡ ያስተናግዳል/ታስተናግዳለች			
6	እሱ/እሷ ግልጽ ያልሆነ ስራ ይሰጣል/ትሰጣለች			
7	እሱ/እሷ የተማሪዎችን የክፍል እንቅስቃሴ ያስተባብራል/ታስተባብራለች			
8	እሱ/እሷ ጋር ጥሩ ግንኙነት ስለአለኝ			
9	እሱ/እሷ አዳዲስ ሐሳቦችን ለመቀበል ፈቃደኛ አይደለም/አይደለችም			
10	እሱ/እሷ ተማሪዎች በሙሉ አቅማቸው መስራታቸውን ይከታተላል/ ትከታተላለች			
11	እሱ/እሷ ከተማሪዎች ጋር ሲያወራ እንዳይፈሩት/እንዳይሯት ያደርጋል/ታደርጋለች			
12	እሱ/እሷ ጥያቄዎችን እንድመልስ አዳዲስ መንገዶችን ያሳየኛል/ታሳየኛለች			
13	እሱ/እሷ ለጥቂት ተማሪዎች አድሎአዊ የሆነ ድጋፍ ያደርጋል/ታደርጋለች			
14	እሱ/እሷ የተማሪዎችን ጥያቄ ለማዳመጥ ፈቃደኛ አይደለም/አይደለችም			
15	እሱ/እሷ ውደሚቀጥለው ርዕስ ከመሔዱ በፊት ከተማሪዎች ጋር በጠቃሚ ሐሳቦቹ ላይ ይመካከራል/ትመካከራለች			
16	እሱ/እሷ የተማሪዎችን ጥሩ ስራ ያደንቃል/ታደንቃለች			



**APPENDIX - E**

**3.5. Summary Table of Alpha on Pilot Test and Final Sample**

variables	Number Of items		Cronbach alpha	
	Pilot Item	Final Item	Alpha on Pilot	Alpha on Fina
Personal Self	15	10	0.95	0.76
Pedago. Self.	17	17	0.94	0.81
Social Self.	12	12	0.94	0.77
Admini. Self.	9	9	0.92	0.76
Tea.Perc. S.M	12	11	0.88	0.77
Inisit.St.Lead.	9	7	0.89	0.60
Consid.Leaders	11	11	0.89	0.71
Leagitimate P.	4	4	0.60	0.61
Reward. Pow	4	4	0.56	0.77
Coercive Pow	4	4	0.62	0.40
Expert Pow.	3	3	0.60	0.50
Reference Po.	4	4	0.71	0.40
Self Concept	11	8	0.83	0.50
Motivation L.	13	11	0.70	0.68
Att.towa.Peers	7	7	0.61	0.50
Att.tow.Teach.	7	7	0.63	0.64
Att.school.	7	7	0.79	0.60

**Teacher self concept scales**

Item No	Computed Chi-square value	Item No	Computed Chi-square value	Item No	Computed Chi-square value	Item No	Computed Chi-square value
1	11*	19	2	37	13*	55	11*
2	12.5*	20	15*	38	16*	56	14*
3	11*	21	17*	39	3	57	16*
4	16*	22	11*	40	13*	58	16*
5	7	23	16*	41	17*	59	1
6	11*	24	13*	42	17*	60	13*
7	16*	25	17*	43	11*	61	2.5
8	11*	26	13*	44	13*	62	13*
9	13*	27	11*	45	9	63	11*
10	11*	28	11*	46	13*	64	17*
11	15*	29	13*	47	17*	65	11*
12	17*	30	11*	48	11*	66	13*
13	11*	31	11*	49	11*	67	10*
14	12*	32	17*	50	11*	68	11*
15	5	33	11*	51	16*	69	17*
16	1	34	13*	52	13*	70	13*
17	13*	35	3	53	12*	71	11*
18	11*	36	11*	54	19*	72	2.5

\* Chi-square critical value = 9.488 at 0.05 level

**Teacher Perception on Students' Motivation to Learn**

Items	Computed Chi-square value	Items	Computed Chi-square value
1	12*	12	3
2	13*	13	11.5*
3	11*	14	12*
4	16*	15	16*
5	11*	16	11*
6	12*	17	11*
7	16*	18	11*
8	11*	19	17*
9	11*	20	11*
10	16*	21	13*
11	10*		

\* Critical value = 9.88 at alpha 0.05

Student Perception on Class-teacher's

Student Perception on Class-teacher's

## Use of Leadership Styles

## Use of Power scale

Item No.	Computed Chi-square values	Item No.	Computed Chi-square values
1	77.99*	13	68.06*
2	57.40*	14	79.23*
3	39.9*	15	104*
4	29.69*	16	52.67*
5	0.68	17	108.78*
6	96.07*	18	87.27*
7	48.02*	19	61.30*
8	3.13	20	75.46*
9	91.68*	21	57.59*
10	51.33*	22	71.82*
11	1.54	23	2.17
12	57.78*	24	64.93*

Item No.	Computed Chi-square values	Item No.	Computed Chi-square values
1	68.22*	13	1.09
2	45.27*	14	65.98*
3	6.7*	15	95.57*
4	91.30*	16	52.31*
5	83.51*	17	56.18*
6	76.68*	18	2.81
7	65.67*	19	87.40*
8	25.96*	20	1.66
9	51.8*	21	0.32
10	64.44*	22	2.81
11	99.85*	23	90.85*
12	60.91*	24	95.77*

\* Critical Value = 5.99 at p=0.05 level

**Students' Educational Outcomes scale (Part I)**

Item No	Computed Chi-square value	Item No	Computed Chi-square value	Item No	Computed Chi-square value	Item No	Computed Chi-square value
1	104.89*	17	64.61*	33	96.07*	49	0.58
2	91.31*	18	84.40*	34	71.82*	50	58.10*
3	113.47*	19	22.03*	35	75.71*	51	87.72*
4	72.60*	20	42.46*	36	1.40	52	64.93*
5	68.06*	21	91.68*	37	68.70*	53	55.04*
6	71.82*	22	0.64	38	87.09*	54	79.23*
7	113.63*	23	104.32*	39	42.90*	55	69.22*
8	68.06*	24	95.57*	40	34.29*	56	4.64
9	123.15*	25	64.93*	41	113.65*	57	4.64
10	80.27*	26	95.77*	42	104.50*	58	54.40*
11	64.41*	27	57.78*	43	2.62	59	104.51*
12	30.71*	28	45.27*	44	94.31*	60	44.50*
13	58.55*	29	113.44*	45	80.74*	61	37.26*
14	111.79*	30	71.82*	46	65.37*	62	57.78*
15	23.11*	31	95.57*	47	79.43*	63	113.63*
16	51.66*	32	34.29*	48	73.13*	64	96.07*

\* Critical value = 5.99, at p=0.05 level

**APPENDIX G****Item-total correlations of Pilot data on Teachers' Self-concept scale**

Pedagogical Self		Personal Self		Social Self		Administrative self	
Item No.	r	Item No.	r	Item No.	r	Item No.	r
2	.700*	1	.813**	3	.878**	13	.956**
5	.764*	7	.763*	6	.894**	17	.692*
15	.763*	11	.816**	9	.729*	18	.685*
20	.869**	14	.766**	12	.689*	21	.744
23	.886**	22	.778**	16	.695*	32	.785**
26	.759*	25	.725*	27	.794**	36	.818**
30	.725*	29	.816**	35	.751*	40	.718*
31	.842**	33	.887**	39	.879**	47	.719*
34	.729*	41	.688*	46	.709*	50	.758*
37	.785**	44	.762*	49	.823**		
38	.841**	45	.793**	53	.924**		
42	.785**	48	.797**	57	.697*		
52	.735*	51	.905**				
55	.696*	58	.855**				
56	.720*	60	.791**				
59	.882**						
61	.789**						

\*\* at alpha 0.01 \* alpha 0.05 level  
 Item-total correlations of Teacher Perception on  
 Students Motivation to Learn

Item No	r	Item No	r
1	.680*	8	.588
2	.670*	11	.840**
3	.905**	16	.865**
4	.826**	17	.686*
6	.791**	18	.724*
7	.865**	20	.638*

**Item-total correlations of Teachers' Use of Power scale**

Legitimate power		Reward power		Coercive power		Expert Power		Reference Power	
Items.	r	Items	r	Items	r	Items	r	Items	r
1	.628**	2	.456**	3	.689**	4	.756**	5	.647**
6	.670**	7	.762**	8	.697**	9	.691**	10	.722**
11	.682**	12	.549**	13	.623**	14	.613**	15	.734**
16	.654**	17	.612**	18	.510**			19	.681**

**Item-total correlations of variables:**

<b>Students self concept</b>		<b>Students Motivation to learn</b>	
Item No	r	Item No	r
12	.595**	6	.223*
15	.641**	10	.349**
18	.672**	14	.490**
22	.598**	20	.625**
15	.748**	23	.590**
18	.722**	26	.496**
31	.592**	30	.694**
33	.657**	34	.604**
36	.445**	37	.467**
39	.528**	41	.498**
49	.287**	44	.335**
		56	.271*
		64	.640**

\*\* At alpha 0.01 level      \* at alpha 0.05 level

<b>Attitude towards peers</b>		<b>Attitude towards Teachers</b>		<b>Attitude towards school</b>	
Items.	Item total	Items	item total	Items	item total
5	.452**	8	.312**	11	.632**
13	.501**	19	.540**	16	.663**
21	.409**	24	.586**	17	.716**
29	.571**	32	.641**	27	.701**
40	.593**	38	.567**	35	.612**
42	.504**	53	.278**	48	.265**
51	.421**	60	.264**	57	.274**

<b>Teachers use of Initialing</b>		<b>Teachers use of consideration leadership</b>	
Item No.	r	Item No.	r
1	.546**	2	.563**
3	.747**	4	.545**
7	.801**	6	.686**
9	.671**	10	.771**
13	.722**	12	.767**
15	.558**	14	.696**
17	.718**	16	.622**
19	.651**	18	.614**
21	.693**	20	.771**
		22	.765**
		24	.719**

**DECLARATION**

**I declare that this thesis is my original work. The sources used for the thesis have been duly acknowledged.**

**Name Abera Gobie**

**Signature-----**

**Place Addis Ababa University**

**Date of Submission-----**

**This thesis has been submitted for examination under my approval as a research advisor.**

**Name-----**

**Signature-----**

**Date of Submission-----**