

EFFECTS OF STUDENTS' PHYSICAL
ATTRACTIVENESS, SEX, ETHNICITY,
AND ACHIEVEMENT ON TEACHER
EXPECTANCY FORMATION.

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TSEHAIE JEMBERU

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BY

TSEHAY JEMBERU

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ADVISOR

EXAMINER

Ayele Meshesha

Ayele Meshesha

EXAMINER

Dr. S. K. Beldi

[Signature]

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ABSTRACT

Several studies indicate that various student characteristics play important roles in the formation of teacher expectation. The main purpose of the present study was to investigate the effects of students' physical attractiveness, sex, ethnicity, and achievement on teacher expectation formation. To accomplish this task, four photographs with two levels of attractiveness, six ethnic names as indicators of student ethnicity, two sexes, and two groups of achievement results were systematically combined to produce 24 hypothetical fifth grade students. An identical essay supposedly written by the student and some other identical information was compiled and written for each of the 24 students. A total of 576 teachers were randomly selected from three regions and were asked to rate the essay and give their future expectations. ANOVA results showed that achievement was the prominent factor in influencing both teachers' rating of the essay and teachers' future expectations. Student sex also influenced teachers' rating of the essay. Female teachers were also found to be more optimistic in their future expectations than male teachers. Except for few interactions all other variables did not show significant differences in biasing teacher essay rating and future expectations.

TABLE OF CONTENTS

	PAGE
ACKNOWLEDGEMENT	
ABSTRACT	
LIST OF TABLES	
CHAPTER I	
1. INTRODUCTION -----	1
1.1. Background to the problem -----	1
1.2. Statement of the problem -----	6
1.3. Objectives of study -----	8
1.4. Significance of the study -----	9
1.5. Scope of the study -----	10
1.6. limitation of the study -----	10
1.7. Operation ^a /definition of terms -----	10
CHAPTER II	
2. Review of Related Literature -----	12
2.1. Possible bases of Teacher Expectation -----	18
2.1.1. Physical Attractiveness -----	18
2.1.2. Student Gender -----	21
2.1.3. Student Ethnicity -----	24
2.1.4. Student Achievement -----	26
2.1.5. Other Possible Sources -----	29
2.2 Teacher Behaviors, Ethnicity, and Sex -----	30
2.3 Common Methods Used in the Study of Teacher Expectations -----	32

CHAPTER III

3. METHODOLOGY-----	34
3.1. Sample selection -----	34
3.2. Variables Included in the study -----	37
3.2.1. Dependent Variables -----	37
3.2.2. Independent Variables -----	38
3.3. Instrumentation -----	40
3.3.1. Physical Attractiveness -----	40
3.3.2. Student Ethnicity -----	43
3.3.3. Student Gender -----	45
3.3.4. Student Previous Achievement -----	45
3.3.5. Preparation of "Natural" Information --	47
3.3.6. Preparation of Essay Material -----	49
3.3.7. Preparation of the Introductory Part --	51
3.3.8. Preparation of Opinion Sheet -----	52
3.4. Administration -----	54
3.5. Data Analysis -----	58

CHAPTER VI

4. Results and Discussion -----	60
4.1. Results -----	60
4.1.1. Teachers' Ratings of Student Essay ----	61
4.1.2. Teacher Future Expectations -----	69
4.2. Discussion -----	73
4.2.1. Teacher Region and Student names -----	73
4.2.2. Teacher Sex -----	77
4.2.3. Student Sex -----	78
4.2.4. Previous Achievement -----	80
4.2.5. Student Physical Attractiveness -----	81

LIST OF TABLES

Table	page
1. Number of Participants by Region and Sex -----	36
2. Number of Judges who Participated in the Rating of Photographs -----	42
3. Means and Standard Deviations of the Independent Variables -----	60
4. Teachers' Ratings of Student Essay by Teacher Region -----	62
5. Teachers' Ratings of Student Essay by Teacher Sex -----	62
6. Teachers' Ratings of Essay by Student names -----	63
7. Essay Ratings by Student Sex -----	63
8. Essay Ratings by Student Past Achievement -----	64
9. Essay Ratings by Student Attractiveness -----	65
10. Six-Way Summary Table ANOVA. Teachers Rating of the Essay -----	66
Summary Tables of One-Way ANOVA:	
11. TE Ratings by Teachers Region -----	69
12. TE Ratings by Teacher Sex -----	69
13. TE Ratings by Student name -----	70
14. TE Ratings by Student Sex -----	70
15. TE Ratings by Student Achievement -----	71
16. TE Ratings by Student Attractiveness -----	72
17. Summary Table of Six-Way ANOVA Teacher Future Expectation Ratings -----	73

CHAPTER V

5. Summary, Conclusion, and Recommendations -----	84
5.1. Summary -----	84
5.2. Conclusion -----	87
5.3. Recommendations-----	88
BIBLIOGRAPHY -----	89
APPENDICES.	

CHAPTER I

1. Introduction

1.1 Background to the Problem

It is an established fact that academic achievement is the result of different types of relations, both inside and outside the classroom. These relations are said to include intrapersonal, interpersonal, and environmental factors. The one example of an interpersonal influence on achievement is the role teacher expectations play in influencing student performance (Cooper, 1979).

Teachers, for varied reasons, perceive the potentialities and abilities of children differently and that these expectations are reflected in their interactions with the children to produce differential performance among the learners, thus fulfilling their prophecy, "Teacher expectation", "Teacher faith", or "Self-fulfilling prophecy" (Braun, 1976).

The theory of self-fulfilling prophecy which is said to have been proposed by W.I. Thomas cited in Palardy (1969), states: "If men define... situations as real, they are real in their consequences." This theory is based on two assumptions. a) The act of making a definition about a

situation is also an act of making a prophecy about it. b) The act of making a prophecy about a situation is also an act of creating the conditions through which the prophecy is realized. In other words, the above theory reasons that when ever two or more individuals interact, each player will form some kind of expectation about the other person based on already available information. The formed expectancies will lead the person to predict on the outcome of behavior on future interactions and to consciously or unconsciously act to bring the expected results.

Blank and Rosenthal (1984), after reviewing more than one hundred studies on the expectation phenomenon, said:

The most compelling and most general conclusions reached by researchers to date in expectation are (a) human beings can engage in highly effective and influential unprogrammed and unintended communication with one another in talking about others. (b) that such communication is in part responsible for the self-fulfilling prophecies we see in interpersonal relationships (P.419).

Expectations when applied to the classroom context can be termed as teacher expectations. "In its present application the theorem says that if teachers prophecy that students will do well (or poorly) in school they will, infact, do well (or poorly) as a result" (Williams, 1976, P. 223).

The concept of teacher expectation as a vehicle to the self-fulfilling prophecy effect is said to have been pioneered by Rosenthal and Jacobinson, in their widely spoken experiment "The Pygmalion in the Classroom Study" (Clifford & Walster, 1973; Good, 1974; Braun, 1976; Cooper, 1979). In a public primary school, a standard IQ test was administered informing teachers that the test measured "intellectual blooming." The children were randomly grouped into two. To one group of students (20% of the total), the label "Spruters or bloomers" was assigned. The investigators informed teachers that the test had identified these students to bloom within the following year. One year later, the same test was administered to all the children. Results revealed that children with "Bloomer" label showed far more improvement in IQ than the control children. It was then concluded that teacher expectations did, indeed, have enormous impact on students' performance. The experimenters reasoned that teachers could have been more encouraging and friendly to the expected "bloomers". Teacher expectations, thus, served as a self-fulfilling prophecy.

The results of the experiment raised wide interest among researchers. While some tried to replicate the study, others expanded the theoretical model into more elaborate forms (for a detailed review see, for example, Hoge, 1984). It is stated elsewhere that while some succeeded in replicating the original experiment, some others failed (see the reviews by

Braun, 1976; Cooper, 1979; Hoge, 1984). According to Adams and Cohen (1976), approximately half of the researchers supported the original study while the remaining half did not.

The differing results found in teacher expectation experiments are said to be due to a multitude of factors—from methodological problems to the varied natures of teachers and students. Teacher and student overt behavioral differences do not appear to exist universally (Shultz, 1983). However, teacher expectation effects are said to be well established, though the magnitude of expectation effects do not occur invariably (Cooper, 1979; Dusek and Joseph, 1983; Brophy, 1983). Beady and Hansell (1981), for example, have pointed teacher expectations as one of the factors for the unequal performance of black and white students. They state:

Despite school desegregation for reducing educational inequalities, the promise has gone unfulfilled. Research has demonstrated that merely bringing black and white students together in schools does not necessarily raise black student achievement or improve race relations. The expectations for student success held by teachers and communicated to students are potentially important influences on classroom interactions (pp. 191-2). —

Expectations of teachers about their students once formed can be communicated to the students and each pupil will be made aware of what is expected of him. This will affect the

motivation, responses, or activities of the students thereby influencing their achievement. Cooper (1979), argues that teachers form differential expectations for student performance and these expectancies influence teacher perception of control over student performance. These control perception inturn influence teacher feedback information and socio-emotional climate of the classroom. The feedback differences finally influence student beliefs concerning the importance of effort in producing personal outcomes.

What one may want to know here is the bases on which teachers form differential expectations about student abilities. Researchers in the subject have suggested a number of student and teacher behaviors that could serve as sources of teacher expectancies. Student physical attractiveness (eg. Maternik, 1981), student gender (eg. Linhardt, 1979) student ethnicity (eg. Jensen & Rosenfied, 1984), student ability (BarTal & Saxe, 1971), Cumulative folder information (eg Mason, 1973), student social class (eg. Rist, 1970), teacher race (eg. Beady & Hansell, 1981), teacher experience (Martins, 1976), teacher dogmatism (Babad, 1971), and a multitude of others sources are suggested. Some were found to be crucial variables in the formation of teacher expectancies while some others were less important (for a detailed review see Dusek and Joseph, 1983).

Four of the most common sources of information from which teachers can form first impressions of children are students' physical attractiveness, sex, ethnicity, and achievement. And two of teacher characteristics, that may interact in the formation of expectancies are teachers' gender and ethnicity.

According to the review of Clifford and Walster (1973), social psychologists have repeatedly demonstrated that an individual's first impressions of another person were found to affect his subsequent interactions. The above variables are very stable that cannot be changed in time. Most of them are also suspect to social stereotypes. Once they serve as biasing information for the formation of teacher expectancy, they could have significant effect on teacher behavior and on the performance outcome of students.

1.2 Statement of the Problem.

As discussed in the foregoing pages, teacher expectations are indeed facts of the school environment and expectancy effects are prevalent in varying degrees on student achievement. Teacher expectation is studied from different angles and at various levels of the process. Some try to see the extent of teacher expectation effect on student performance (eg. Fieldman & Theiss, 1982). Others dwell on the process of teacher expectancy mediation cues (eg. Good,

1984). Still some others try to locate the main sources for the formation of differential teacher expectation.

The main purpose of this study is to investigate the impact of students' physical attractiveness, sex, ethnicity, and previous achievement on the formation of teacher expectation. The selection of the independent variables is based on their importance for the phenomenon as studied by previous researchers. The individual and interaction effects of the independent variables are investigated.

Tentative answers are searched to the following leading questions.

1. Do teachers form future academic expectations on the basis of student physical attractiveness?
2. Do teachers form future academic expectations on the basis of past student achievement?
3. Do teachers form higher future academic expectations for students coming from their own ethnic groups?
4. Which sex is expected to be more successful in its future academic performance?
5. Do teachers score essays on the basis of student physical attractiveness?

6. Do teachers rate essays on the basis of students' previous academic achievement?
7. Do teachers give higher grades for the essays written by students from their own ethnic groups?
8. To which of the sexes do teachers give higher marks when rating student essays?
9. Do teachers differ by their sex in their future expectations?

1.3 Objectives of the Study.

1. To investigate the relationship between future teacher expectancies and students' attractiveness, sex, ethnicity, and past academic achievement.
2. To find out whether teachers differ in their expectancies by their sex and ethnicity.
3. To see if students' physical attractiveness, sex, ethnicity and past achievement influence teacher ratings of students essays.

1.4 Significance of the Study.

Because of the fact that teacher expectancies can and do affect and influence not only students' academic performance, but also students' self-concept, attribution, motivation and the like, it becomes clear that the issue is very sensitive to educators at large. The expectation phenomenon has a logical basis both psychologically and philosophically (Braun, 1976).

The findings could be helpful to pre and inservice teacher training programmes, school administrators and inspectors for sensitizing teachers about the potent dynamics of the sources of teacher expectancies.

Teachers may also properly benefit from and be aware of the bases of their expectations, the biases and stereotypes they hold, and be encouraged to examine these in relation to their classroom behaviors.

Teacher training institutes may also benefit from the findings in that they may be able to include the subject of teacher expectation in their syllabi.

The results may pinpoint future directions of research.

1.5 Scope of the Study

The study is delimited to elementary school teachers of three former administrative regions-Gojjam, Tigray and Wellega. The study is further delimited to two main towns in each of these regions. The sample teachers selected in the towns have longer years of teaching experience. Thus, the results may not be generalized to all the teachers in the regions and to those teachers with few years of teaching experience.

1.6 Limitations of the study

Apart from the various minor problems that were encountered when conducting the research, the complete absence of expectation studies concerning our country has made this study to start almost from scratch. Absence of books on the subject matter written by prominent researchers and lack of very recent studies in the accessible libraries has made the present study short of information.

1.7 Operational Definition of Terms.

Teacher Expectations (TE) - Inferences that teachers make about present academic abilities or future academic achievement of students on what they know about these students.

High Expectation Groups (Highs, HE). Students whom teachers expect higher academic performance at present or in the future.

Low expectation Groups (Lows, LE) - Students whom teachers expect lower academic performance or failure at present or in the future.

Attractive Pupil-A pupil whose photograph is rated independently by raters on a five point scale and was given a score of 5 by all the raters.

Less Attractive Pupil - A pupil whose photograph is rated independently by raters on a five point scale and was given a score of 2 by all the raters.

High Achiever- A pupil whose marks are between 80% - 85%

Low Achiever - A Pupil whose marks are between 40% - 49%.

CHAPTER II

2. Review of Related Literature

Some authors (eg. Hoge, 1984) complain that the definitions given to the concept of teacher expectation is incomplete and the constructs are less elaborated. However, various authors have suggested several definitions. Here are some:

Inferences that teachers make about future behavior or academic achievement of their students, based on what they know about these students (Good, 1984, P.32).

An expectancy, or expectation set, is a conscious or unconscious evaluation which one person forms of another, or himself, which leads the evaluator to treat the person evaluated in such a manner as though the assessment were correct. Further he will anticipate that the person evaluated will act in a manner consistent with the assessment (Mertins, 1976, P. 223).

Expectancy is a teacher's attitude (behavioral predisposition) about a specific student (West and Anderson cited in Hoge, 1984, P. 216).

Dusek and Joseph (1983) have also operationally defined the term in two ways:

- A. Academic expectations - Teacher perception of performance, achievement, ability, level of educational attainment, etc.

- B. Social/Personality expectations - Teacher perceptions of general social development, peer relations, relations with adults, and personality attributions.

Though the above definitions stress on different time (present and future) or areas of behavior (academic, social, personality), all seem to agree that teacher expectations are predispositions of teachers about a given behavior of their student.

The main logic behind expectations is that they can be self-fulfilling and/or sustaining. Brophy and Good (1970), argue that the mere existence of an expectation does not cause self-fulfillment. It is the behavior that this expectation produces that brings about self-fulfillment. This behavior then affects the other person making him/her more likely to act in the expected ways. The same authors have forwarded a five step description as to how the process works.

1. Teacher expects specific achievement from students.
2. Because of different expectations, the teacher behaves differently to different students.
3. This treatment will tell students how to behave.
4. Gradually, the treatment will shape their behavior and achievement.

5. With time, students achievement and behavior will conform more and more closely to that originally expected of them.

Similar models are also forwarded by Braun (1976) and Cooper (1979).

Teachers most often form expectancies on the basis of minimal information (eg. student's sex or race), and expand these expectancies to include personality, attitude and behavioral expectancies. Minimal information leads to expanded expectancies and then gives rise to a multitude of different teacher reactions that affect the classroom climate and ultimately affect student behavior patterns (Schultz, 1981).

Such "Minimal" information are termed as "input forces" (Braun, 1976), "bases of teacher expectations" (Dusek and Joseph, 1983), or "sources of expectations" (Williams, 1976).

Teacher expectancies once formed from the various sources, are transmitted through verbal and nonverbal cues, in both qualitative (eg. teacher acceptance), and quantitative (eg. amount of questions), ways (Braun, 1976). Teachers were found to work with high expectation groups than the lows (Cooper, 1979). Highs were reported to receive more praise (Cooper & Lowe, 1977). Teachers were also found to be less tolerant to the low expectation students (Good, 1984).

After analysing a multitude of studies, Thomas L. Good (1984), identified seventeen behaviors of teacher differential treatment of high and low achievers, some of which include; waiting less time for lows to answer; giving lows ready answers; rewarding incorrect answers by lows; praising lows less frequently for success; failing to give feedback to the responses by lows; seating low achievers farther away from the teacher; grading tests in a differential manner where highs benefit in border line cases; and so on.

Rosenthal, as cited in Taylor (1979), and Cooper (1979), offers a four factor theory of teacher expectancy mediation effects.

- a) 'Climate' factor - represents general, noncontingent teacher warmth communicated by such things as smiling, nodding, leaning forward, maintaining eye contact etc. Greater warmth generally directed to highs.
- b) 'Input' factor - teachers try to teach more material and more difficult material to high expectation pupils.
- c) 'Output' factor-teachers encourage greater responsiveness from high expectation pupils.
- d) 'Feedback' factor-more feedback is given to high expectation groups.

Teacher expectation effects may concern the entire school, the whole class, groups of students or specific individuals (Good, 1984). Expectation effects can be classified in several ways. Babad, et al. (1982) identified two teacher expectation effects - positive (Galatea) and negative (Golem) effects. Good (1974), and Cooper (1979), also classified teacher expectation effects into two.

- a) The self-fulfilling prophecy effect-which is an originally erroneous expectation leading to behavior that causes the behavior to become true.
- b) The sustaining expectation effect-in which teachers expect to retain previously developed behavior patterns to the point that they take these behavior patterns for granted and fail to see the changes in student potential. It is said that this second type of effect is prevalent in most cases (for reviews see Cooper 1979; Brophy, 1983).

Several researchers (Cooper, et al, 1982; Brattesani, et al, 1984), have demonstrated that students' performance and attitude is a function of teachers' expectations. Students perceive teachers differential treatment and understand the implications about what is expected of them.

Individual differences among the learners affect the size of teacher expectation effects. According to Braun (1976) and Good (1984), if the teacher especially in elementary schools, is credible, more internalization of cues by the students follow. If a child views himself as a competent learner, it may require many cues from highly credible sources to change this image. On the other hand, there are students who are reported to be sensitive to voice tones or other subtle communication cues.

Using a synthesis of findings from eighteen experiments, Raudenbush (1984), also arrived at some factors important for TE effects. The timing of expectancy induction was found to be crucial. Teacher expectation effects were also found to be stronger on younger children than older ones.

In summary, despite the controversies on the amount of TE effects on pupil IQ, most authors are said to agree on the fact that pupil achievement is influenced by teacher expectations (Raudenbush, 1984).

Several authors have presented a number of models about how TE is perpetuated. The model given by Braun (1976) is presented on page 20.

2.1 Possible Bases of Teacher Expectations

2.1.1 Physical attractiveness

The "What is beautiful is good" hypothesis is cited as an explanation for teachers expecting higher performance from attractive students (Marwit, et al, 1978, Adams & Crane, 1980). In a study made by Clifford and Walster (1973), fifth grade teachers were presented students' report cards with photograph attached. They were also given opinion sheets to be filled on four academic attributes about the student they studied from the report cards. Results showed that attractive children were found to have a sizable advantage over unattractive ones. Teachers expected attractive children to have higher IQ, to have parents more interested in academic achievement, and to get further education than their less attractive counterparts.

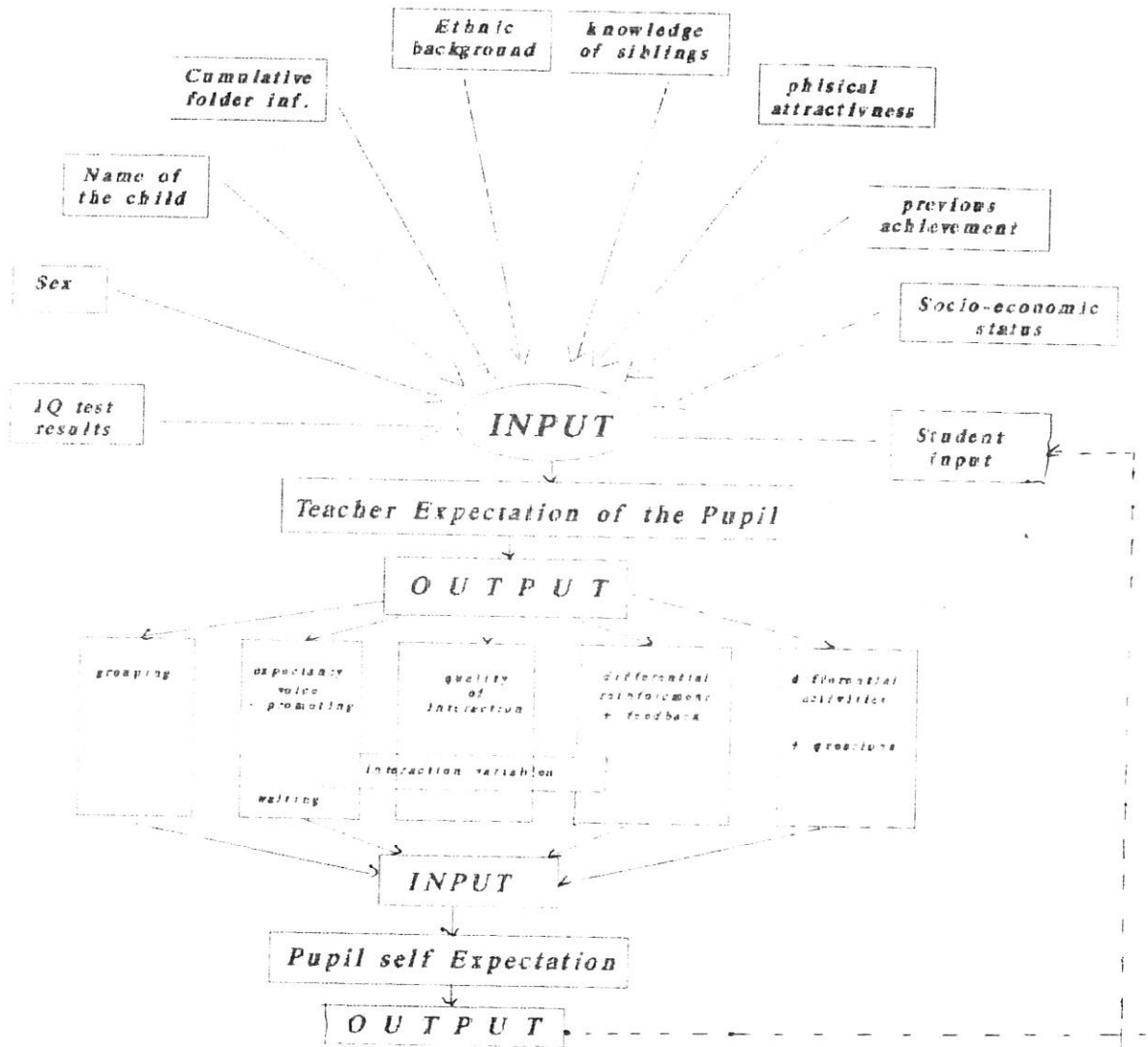
With similar methods (here cumulative folders with photographs attached), it was also found that child's level of attractiveness had substantial effects on teachers. Attractive children were viewed as being more creative, intelligent, attentive, and expected to receive higher levels of training than unattractive youth (Adams and Cohen, 1976). Similar results were also reported by Adams (1978), and DeMeis and Turner (1978).

In another experiment, school children were photographed and their attractiveness rated by graduate students. Two specialists were selected and taught the photographed children for several weeks. Other experts coded the dyad interaction and the specialists were asked to rate their students. Results showed a significant difference between high and low attractive groups in terms of expected performance and cooperative behavior (Martinek, 1981).

Still, in another study in Lebanon, a significant correlation was found between ratings of attractiveness and grade point averages of students, possibly showing the effect of teacher expectations (Zahr, 1985).

Attractiveness was also found to be strongly associated with social and personality expectations. Parents and teachers were found to favour attractive children on such attributes as cooperation, Popularity, etc. (Marwit, 1978; Adams and Crane, 1980; Tompkins and Boor, 1980).

Maternik (1981), reasons, quoting social psychologists, that one's physical attractiveness has its initial impact on the early beginnings of school. Thus, the higher acceptance of attractive children by their teachers could give them a head start in forming productive relationships with the teacher simply because of their physical appearance.



The Behaviour Cycle Between Teacher Input and Learner Output

But, in the experiment by Tompkins and Boor (1980), when different photographs with constant information were presented for ratings to graduate students, the results showed that there was no significant difference between attractive and unattractive children on academic expectations, although attractive children were favoured on social attributes. The reason the authors gave was that their subjects were inexperienced teachers and they may not be contaminated by the "beauty-is-good" stereotype, unlike experienced teachers in the preceding experiments.

A similar study by Adams and Lavoie (1974) agreed with others that attractiveness and TE are related, but in a somewhat reversed order. Moderately attractive children were rated higher than both less attractive and more attractive students on work habits. Unattractive children were also rated higher than attractive ones on personal attitudes.

A meta-analysis by Dusek and Joseph (1983), and the review by Braun (1976), showed attractive children to be perceived to possess higher IQ, and greater educational potential. The average attractive student was expected to perform better than about 61% of the less attractive students.

2.1.2 Student Gender

Student sex as a source of teacher expectancy is not found to have a significant impact in most studies. However,

there are few that reported sex biases. When fictitious student files were presented to teachers for ratings on projected grades, girls received higher grades than boys. This was more pronounced with authoritarian teachers (Tom,etal, 1984). A similar result where girls were favoured was reported in McCandless, etal (1972).

In another study, when students from several ethnic groups were presented for ratings, with the exception of white females, teachers had their highest expectation for male students and lowest for female students (Wilkerson, 1980).

When teachers and second grade students interactions were coded and student results were examined at the end of the year, girls were found to be favoured in reading and boys in mathematics (Linhardt, 1979).

Bernard(1979) also reported that though the sex of the student did not elicit significant ratings by teachers, irrespective of the sex of the child, masculine sex role behavior was rated higher than a student with feminine sex role behavior.

The above studies indicate that findings on the influence of the sex of the student on TE are inconsistent, sometimes girls being favoured, sometimes boys being favoured, and

another time favouratism being influenced by the subject matter.

On the other hand, using quite a variety of methods, a lot of studies have reported no significant sex difference. When female teachers were asked to rate their students' future performance, no significant difference by sex was observed (Palardy, 1969). The sex of the student did not also affect teachers' perception of IQ (Clifford and walster, 1973). Using eight psychological reports, teachers were introduced about students and were asked to rate an essay and complete a final report evaluation. No significant main effect was seen for the sex of the student (Mertins, 1976). Similar results were reported by several researchers. (Wiley & Eskilson, 1978; Jane, 1979; Thomas, 1979; Taylor; 1979; Prawat & Jarvis, 1980; Hoge & Butcher, 1984).

Concerning the social and personality expectation, student sex was a variable that affected teachers. More boys were rejected by teachers than girls (Good & Brophy, 1972). Males were reinforced more frequently than females (Bersoff, 1974). Boys were rated lower than girls on attitudes toward school, work habits, and personal attitudes (Adams & LaVoie, 1974).

The meta-analysis of Dusek and Joseph (1983), have also concluded that student gender was not a basis of teacher expectation for general academic performance while girls were favoured in social development expectancies.

This absence of differences by sex in the Western culture had led Jane (1979) to the suggestion that pupil sex be eliminated as a variable in future teacher expectancy research.

2.1.3 Student Ethnicity

Researchers most often use the terms race and ethnicity interchangeably. As indicated in some studies, ethnicity seems to generate differential teacher expectancies. This is most pronounced when combined with other student attributes such as sex and social class.

After viewing children of different ethnic origin in videotapes, teachers were asked to rate them in a semantic differential scale. Anglo students were evaluated more favourably than black students and black students were evaluated more favourably than Chicanos (Jensen & Rosenfield, 1974). In a similar study by Paulson (1978), teachers were shown six students with different ethnic origins and sex. Results showed that the teachers academic and social expectancy was significantly influenced by the ethnicity and

dialect of the student. Similar result was reported by De Mies and Turner(1978) and Adams (1978).

When teachers were asked to rate their expectations of six students on ten school-related attributes, the subjects showed highest expectations for white females and lowest expectations for black and mexican-American girls (Wilkerson, 1980).

Teachers were also found to withhold positive feedback to the black-male group and most often giving to the white-male students (Taylor, 1979). In another study by Marwit and Walster(1978), prior to teaching, student teachers displayed no significant difference in rating black and white students. Following student teaching, the ratings favoured whites. Black females were also found to be the least reinforced group of all (Bersoff, 1974). Teachers' causal attributions for academic performance differed depending upon the race of the child. Black pupils' performances were seen as more externally caused than were identical performances ascribed to white children (Wiley & Eskilson, 1978). In another study, middle class Asian students were expected to receive higher grades than middle class white students (Tom, etal, 1984). Several studies (eg. McCandless, etal, 1973; Shu \ddot{u} tz, 1983) have also reported significant interaction of race and other variables.

Some other studies have, however, found no significant difference of teacher expectation on the basis of student race. Miffler (1973), for instance, reported that race did not affect teachers' expectancies while rating hypothetical black and white students. Babad, et al (1983), also found that teachers did not nominate by the ethnic origin of the students when they were asked to select students whom they thought had high potentials. Similar, non-significant differences were reported in Porter (1979), and in Taylor (1979).

The Review by Dusek and Joseph (1983), however, indicates that there is a significant race effect on teacher expectations. Their meta-analytic result reveals that approximately 54% of the white students are expected to outperform the average black student.

2.1.4 Student Achievement

Compared to other factors, achievement and IQ seem to be the most potent and often less biased sources of TE. Though its inappropriate use by teachers may frustrate low achievers, it is said that knowledge of previous grades can help teachers in planning instruction and for guidance purposes (Good, 1974).

Many studies agree that teachers form higher expectancies for high ability groups. In the Bar-Tal and Saxe (1979) experiment, students described as having high ability were expected to have higher grades. In another study (Cooper & Lowe, 1977), college students were given information about the ability of fifth graders and were asked to predict. Smart students were judged more likely to succeed than were average students. When teachers were asked to rate their own students, it was reported that pupil ability variable appeared to be a source of bias for some teachers (Hoge & Butcher, 1984). IQ and reading achievement were also found to be most consistently related to teacher ratings of behavior (Prawat & Jarvis, 1980). Standardized test results have also resulted in differential TE (Cooper, 1979).

In a similar study, teachers were presented with files of students containing either successful or failure past performance. They were then asked to predict on the students' future college performance. Results revealed that all of the teachers examining success file predicted that the pupil would graduate from college. On the other hand, only one-third of the teachers who reviewed the unsuccessful version of the file predicted that the pupil would complete college (Wiley & Eskilson, 1978). Such kind of results have led Williams (1976) to suggest in his model that teachers appear to base their expectations on the achievement of students, not on student ascribed characteristics.

Teachers attributions were also affected by ability groupings. Bright student failure was attributed to luck or immediate effort, while slow student failure was perceived more often as ability caused (Cooper & Burger, 1980). Similarly, teacher attachment, concern and other behaviors were found to be influenced by student ability standing. Based on classroom observations on four variables-attachment, concern, indifference, and rejection, some researchers concluded that high achieving students were the attachment groups, while low achievers appeared mostly as objects of teacher concern and rejection (Good & Brophy, 1972; Willis & Brophy, 1974; Helton & Oakland, 1977). Negative psychological reports also produced significant differences in expectations with lowest ratings assigned by subjects who read negative reports (Mason 1973).

Thus, it seems that teachers are easily biased and form expectancies on student grades and IQ frequently.

There are instances, however, that failed to agree with the above statement. In one study (McCandless, 1972), teachers' marks were correlated with IQ scores and achievement results. Despite moderate correlation with intelligence, no significant correlation was found with achievement. In another experiment by Yoshida and Meyers (1975), teachers were shown a child performing in video screens and they were informed that the child was either

from a regular class or from EMR (educable mentally retarded) class. Results indicated that the EMR label did not elicit lower mean expectancy scores than the regular class label. Student academic ability also didn't produce significant differences on the grading of essays (Porter, 1979). Similar, non-significant expectancy differences were also reported by Adams and Cohen (1976).

The meta-analysis of Dusek and Joseph (1983), however, showed that when information about student behavior, estimates of academic achievement, grades, IQ etc., were presented to teachers, there was found to be a strong relationship between the kind of information given and teacher expectancies. Over 70% of the more favourably described students were expected to perform better than the average less favourably described students.

2.1.5 Other Possible Sources.

2.1.5.1 Student Socio-Economic Status (SES). This is another source of biasing information where teachers are said to form higher expectations for middle class children than the lower class students (Rist, 1970; Miller, 1973; Braun, 1976; Tompkins & Boor, 1980; Tom, et al, 1984).

2.1.5.2 Student Conduct - This is also said to be a strong biasing source for teacher expectancies (Adams & LaVoic, 1974; LaVoic and Adms, 1974; Purgess, 1979).

2.1.5.3 Previously taught siblings and name stereotypes - are also said to be minor sources of teacher expectation (Braun, 1976; Dusek & Joseph, 1983).

2.1.5.4 Labelling of students was also found to affect TE (Foster, etal, 1985).

In summary, various attributes of students, both related and unrelated to academic performance, could influence teachers' perceptions and thereby directly or indirectly affect teachers behaviors in the teaching and learning process.

2.2 Teacher Behaviors, Ethnicity, and Sex.

It is said that teacher information and personality are prime factors controlling the influence of teacher expectancy cues (Braun, 1976). Different teachers form expectancies and use them to shape their students in different intensities. For example, Brophy and Good are cited by Good (1984), to have classified teachers into three groups: a) Proactive teachers, who systematically push their students to their expectancy goals, b, overactive teachers, who are rigid and develop impressions on first contacts with students and who treat their students as stereotypes, c) reactive teachers who are realistic and adjust their expectancies with the change of the students. A series of experiments show that there are authoritarian and highly dogmatic teachers who are biased

toward their students, and non-dogmatic, less biased teachers who can treat their students realistically with less expectation effects (Babad, 1979; Babad & Inbar, 1981; Babad, etal, 1982).

Concerning the influence of teacher race on the formation of expectancies, few studies are reported. Tobias, etal(1982) reported that when teachers were asked to recommend students to special educational services, teachers responded to the case history by recommending referral of students whose ethnic background was identical to their own less frequently than they did to youngsters of other ethnic backgrounds. However, the same authors failed to replicate this finding at another time (Tobias, etal. 1983).

Other researchers also did not find significant main effects by teacher race. However, interaction effects were observed. Using a questionnaire, it was reported that teacher race was not related to teachers' expectation on four dependent variables. It was only in one variable (college expectation) that difference was found. Black teachers expected more of their students to complete college than white teachers (Beady & Hansell, 1981). One study (Byalein & Bersiff, 1974), reported that black and white teachers emit equal rates and type of reinforcers and that teachers reinforce opposite raced children more frequently than children of their own race, possibly showing a tendency of avoiding racial bias.

Thus, it seems that teacher race is not a strong factor as a source of teacher expectancies.

Teacher sex as a factor in the formation of expectation was also found not to be significant by some researchers (Adam & Cohen, 1976; Wilkerson, 1980; Beady & Hansell; 1981). On the other hand, though sex of teacher was not significant in the rating of student behaviors, few significant interactions were observed. Male teachers rated female students as warmer and female subjects rated male students as more logical (Bernard, 1979). White male teachers were more negative to black children than white female teachers (Coats, 1982).

2.3 Common Methods Used in the Study of Teacher Expectations

Good and Brophy (1970) and Hoge (1984), identify two kinds of expectations that are usually studied.

1. Attempts to manipulate or induce teacher expectations. That is, the experimenter creates expectations by providing fictitious data. These include: providing subjects drawings allegedly drawn by students and asking to rate (eg. Babad, etal, 1980); presenting essays for rating (eg. Bernard, 1971); Providing teachers with information along with photographs, by varying the sex, ethnicity, and other attributes of

children (eg. Adams & La Voie, 1972; Clifford & Walster, 1973; Adams, & Cohn 1976); Presenting psychological reports and asking for teacher ratings of future student performance (eg Mason, 1973); showing teachers videotapes where children perform different activities (eg. Lawrence & Roseinfied, 1974); providing teachers with standardized scales and asking them to rate a hypothetical student (eg. Schultz, 1983); making teachers teach students and rate them by informing fictitious data (Martenik, 1981).

2. Use of teachers' own expectations as they exist naturally. These include longitudinal observations in actual classrooms (eg Rist, 1970); or asking teachers to rate their actual students on their future performance (eg. Palardy, 1969).

CHAPTER III

3. METHODOLOGY

The procedure of selecting subjects, the development of instruments, data collection, and analysis are described.

3.1 Sample Selection

The population under study is elementary school teachers from three former administrative regions- Gojjam, Tigray, and Wollega. It was presumed that the majority of the teachers in each region are from the dominant tribes of the regions- Amhara, Tigrian, and Oromo. It was also believed that if there is a difference in the formation of expectations by teacher ethnicity, the teachers from these regions are the best representatives of the three ethnic groups to bring about maximum variations. The three groups of teachers could be found in Addis Ababa and other towns. However, there is also a possibility of greater cultural assimilation and association, and it appears logical to reason that the expected difference in TE formation by teacher ethnicity would be lessened. Out of the many, the three ethnic groups were selected, simply because they are the dominant ethnic groups in our country.

From each of the regions, two towns were selected. One, the regional capital, and the other, an Awraja capital. The Awraja capitals were chosen on the basis of transport facilities and their nearness to Addis Ababa. Only two towns from each region were used due to shortage of time to travel to other areas. Major towns were preferred to rural areas because they are easily accessible. Fortunately, teachers in major towns have longer years of experience. Such kind of experienced teachers are expected to have formed more stable stereotypes than inexperienced teachers.

The selection of the sample teachers was done as follows:

In each town, the names and number of elementary schools were listed. Missionary and prison schools were excluded since they were not available in all the towns. All the schools, with a relatively larger number of teachers were included in the study. This was done in order to have better randomization and faster distribution of the instrument. A total of 9 schools from Gojjam, 10 schools from Wollega, and 9 schools from Tigray were used. In each school, out of the available teachers on the day of the administration of the study's tool, 10-24 teachers were selected randomly, and the materials were distributed for rating. The sample size was determined on the basis of the number of the staff and the availability rate of the teachers on the day of the administration.

In brief, the sample consists of 576 teachers.

Table 1. Number of participants by region and sex. Mean and standard deviations of their years of teaching experience.

Subjects		Sample Size	Years of Experience	
Region	Sex		Mean	S.D
Gojjam	Male	96	16.5	6.89
	Female	96	12.7	4.72
	Total	192	14.6	6.1
Wollega	Male	96	15.3	5.6
	Female	96	12.3	5.52
	Total	192	13.79	5.77
Tigray	Male	96	13.33	7.34
	Female	96	12.94	5.78
	Total	192	13.13	6.58
Grand Total		576	13.85	5.98

The number of subjects was made equal by sex and by the region of the teachers, because as it is suggested in standard statistics textbooks (eg. Hays, 1981; Hinkle, etal. 1982), in multifactor analysis of variance, if the number of observations in each cell are made equal, the experimental design will be orthogonal and possible consequences of non-homogeneous variances on the probability of TYPE I error will be minimized. In addition, assumptions usually made in analysis of variance will also have minor effect on the result even if they are not fully met.

The sample size became 576 for two reasons.

- a) Since there are 144 cells in the analysis, four observations were thought to be adequate in each cell. It is advised that the minimum number of observations in each cell be two (Hays, 1981), and four is twice as large.
- b) Had we wished to have more observations for each cell, it would have been difficult to find adequate subjects.

3.2. Variables Included in the Study.

Teachers were supplied with evaluation materials containing information about 24 hypothetical fifth grade students with an opinion sheet. Each subject gave its rating on one of the 24 students on the opinion sheet.

3.2.1. Dependent Variables

- 3.2.1.1 Y= Teachers' ratings of student essays
(0= least mark, and 10= the highest mark).
- 3.2.1.2 Z= Teachers' future academic expectations on a five-point ordinal scale.
 - 5= "will be extremely successful"
 - 4= "will be successful more than average"
 - 3= "Will be successful"
 - 2= "Will probably succeed"
 - 1= "Will not be successful"

3.2.2 Independent Variables.

3.2.2.1 Student Physical attractiveness =F

Two levels. f1= Attractive Pupil

f2= Less attractive pupil.

As a controversial issue, some findings support for the "beauty-is-good" stereotype and others failing to replicate, it has raised wide interest among behavioral scientists. It was thought that its inclusion in the study as a variable could give clues to our own problems.

3.2.2.2 Student Gender = D

Two levels d1= boys

d2= girls.

Sex stereotypes concerning academic potentials are prevalent in our society. The inclusion of sex as an independent variable could give us hints to the matter.

3.2.2.3 Student ethnicity =C

Three Levels. C1= Amhara (Lamesginew & Alemnesh)

C2= Oromo (Wakjira & Ayantu)

C3= Tigrian (Habtom & Brkti)

It is reasonable to expect biases and stereotypes about ethnic groups. But, the impact in educational settings is

not yet deeply studied. The inclusion of such a variable seems timely.

- 3.2.2.4 Student previous achievement =E
 Two levels. e1= High achiever
 e2= Low achiever

Most agree that teachers are inclined to think that high achievers will likely achieve higher in the future. Our teachers could be affected by the same logic. It was thought that achievement as an independent variable could show the degree of intensity on expectation formation with our teachers.

In addition to the above manipulated independent variables, two teacher characteristics were also considered as independent variables.

- 3.2.2.5 Teacher region = A
 Three Levels a1= Gojjam
 a2= Wellega
 a3= Tigray

- 3.2.2.6 Teacher Sex = B
 Two levels. b1= Male
 b2= Female.

Many TE studies are criticized, for they investigate one or two variables in isolation. Designs that include more variables are recommended to get tangible results (Braun, 1976; Babad, etal. 1982).

3.3 Instrumentation

Information to be presented to the sample teachers were prepared in the following ways.

3.3.1 Physical Attractiveness

Photographs of students were used as stimuli for physical attractiveness.

After observing different schools in Addis Abeba, one school (Tsehai Chora Elementary School), was chosen. This school was selected because the type of students in the school seem to be very common, like those found in many Ethiopian schools. For example, students in some non-government schools look to be well dressed, better fed, and well groomed. This could be observed by just looking at the physical features of the children. It is a rare phenomenon in our society. Photographs taken from such pupils may not appear a common reality. Furthermore, the social class of the student, that is not included as an independent variable in this study, may intervene during teacher ratings. But, the students of Teehai Chora School wear very common clothing

and have common appearances. The school was also chosen for its proximity to the dwelling of the researcher.

After securing the permission of the school officials and the consent of students, around 100 fifth grade students were chosen randomly from five sections. A professional photographer was hired. The students' photographs were taken. The photographs provided the frontal view of each child-from head to waist. The students were informed not to smile so as to make some uniformity. Pictures of students with smiling faces were discarded. The rest serious looking faces were presented for rating.

Fifth grade students were selected for the same reasons as Adams and LaVoie (1972) gave. "Facial features have stabilized by the fifth grade. Yet, fifth graders are not so mature appearing that lower elementary teachers would question this when attached to a progress report" (P.77).

Six graduate students and three secondary school teachers were asked to rate the photographs on a five-point attractiveness scale. 5=very attractive, 1=least attractive. The ratings were done independently. Each time the order of presenting the pictures to each rater was shuffled randomly. Similar procedures were used by most of attractiveness studies (eg. Clifford & Walster, 1973; Zahr, 1985). The photograph raters were selected on the basis of

ethnicity, three from each ethnic group, so as to minimize cultural biases infavour of one ethnic group.

Table 2. Number of Judges who participated in the rating of photographs.

No of Judges	Position	Ethnicity	Sex	Qualifi- cation	Place of Work
2	Grad.St	Amhara	M	B.A	Min. of Edu.
2	"	Oromo	M	"	" " "
2	"	Tigrian	M	"	" " "
1	Teacher	Amhara	F	Diploma	" " "
1	"	Oromo	F	"	" " "
1	"	Tigrian	F	"	" " "

Those pictures that had average score of 5 and those pictures with average score of 2 were taken and were labeled attractive and less attractive respectively. There were a total of 5 pictures (3 boys, 2 girls), with average score of 5 and 7 pictures (3 boys, 4 girls) who got average rating of 2. One Photo from each category (Attractive boy, attractive girl, less attractive boy, less attractive girl), was chosen randomly. Thus, a total of four different pictures was used for the study (Appendix III)

The selected photos were duplicated in several copies and were attached to the upper left corner of the page containing the description of a hypothetical child (Appendix IX).

Thus, the photographs were expected to serve as stimuli to the sample teachers about the students' level of attractiveness. Berschied and Walster, cited in

Martenik(1981), have said. "... the use of photographs along with consensus ratings have been the most valid and reliable means of determining level of attractiveness in social psychological research". (P.199).

3.3.2. Student Ethnicity.

In the US and Israel where most of TE studies were carried out, the terms ethnicity and race are used interchangeably. For example, it would be sufficient to present the photograph of the student. Its race would immediately be clear most of the time. But, in our case, the photograph cannot tell the ethnic origin of the individual. Thus, another technique was designed for this study.

The true objective of the study should not be known to the sample teachers. If we directly present the ethnic origin of a student in question, teachers' ratings might not reflect their true expectations. What is called "The Repression of Affect Hypothesis "(See, Taylor, 1979), could be at work. Therefore, such an information can be better presented by indirect clues.

Lists of students' names (one section from each region) were secured from three teachers. There were a total of 193 names and were assigned numbers. Using a table of Random numbers, the names were shuffled and were rewritten in their new order. Three Graduate students were asked to identify

the names by ethnicity on a four point nominal scale, Amhara, Oromo, Tigrian, and Other. The name identification was done independently. The three graduate students were from the three ethnic groups.

Those names that were unanimously agreed upon by the three identifiers were retained. The selected Amhara names were presented to the Amhara identifier, the Oromo names to the Oromo graduate student, and Tigrian names were given to the Tigrian graduate identifier. They were instructed to choose ten names (5 male, 5 female), from each group of names on the following bases.

- a. The name should not be associated with either negative or positive connotations and stereotypes.
- b. The name should specifically indicate the sex.
- c. The name should be as common as possible (ie. it should not be rare name).

This was done because our interest in names here was simply to indicate the ethnicity of the student. The intention was that the nature and type of the name should not bias sample teachers as much as possible.

A total of 30 names (5 names in 6 groups) were chosen for final selection. For the six groups {3 (ethnicity) X 2 (sex)}, six names were chosen randomly. One name was selected out of 5 names. (Appendix IV).

To reinforce the clue about the ethnicity of the hypothetical students, birth places were also indicated-Debre Markos for Amhara Names, Nekempte for Oromo names, and Mekelle for Tigrian names.

The ethnic names and birth places were systematically distributed to the photographs. (For example, one attractive and the less attractive male pictures will have identical male Oromo name. The attractive and the less attractive female pictures will have identical female Oromo name. The four combinations will have identical birth place-Nekempte. This procedure was repeated for the other ethnic names.)

Up to now we have 12 combinations - 2 (attractiveness) x 2 (sex) x 3 (ethnicity).

3.3.3 Student Gender

The sex of the student to be evaluated was already to be known from the photograph and the name of the individual.

3.3.4 Student Previous Achievement

After studying this year's first semester marks of fifth grade students from three sections in one elementary school from Addis Ababa (Tsehai Chora), it was found that most of the marks of high achievers ranged between 80%-85%, and most

of the lower marks ranged between 40%-49%. Therefore, for this study, it was decided that the marks between 80%-85% would show high achievement and those between 40%-49% would indicate low achievement.

Three main school subjects-English, Mathematics, and Science were chosen as indicators of achievement. These subject areas were preferred to others, because it was assumed that they are commonly given in all the regions of the country. Two sets of marks were needed for our purpose. Using the random table of numbers, four numbers between 80 and 85 were chosen. Thus, the high achievers' marks became as follows: 82% for Maths, 85% for Science, 84% for English, and 83% to be the semester's average score of the student. Using similar procedure, four numbers between 40 and 49 were chosen - 45% for Maths, 43% for Science, 48% for English and 46% for the student's semester average. These scores were hoped would indicate low achievement.

These two groups of achievement information were systematically written to the right of the photographs. Twelve students will get the high marks and the rest 12 will be considered as low achievers. Thus, we had a total of 24 combinations - 2(level of attractiveness) X 2 (sex) X 3(ethnicity) X 2(achievement).

On a sheet of paper, the photographs were attached to the upper left corner of the papers. To the right of each photograph, the name, sex, birth place, and the marks were written in clear and visible ways (Appendix IX).

This was how the experimental manipulation was carried out.

3.3.5 Preparation of "Neutral" Information.

After varying the independent variables into different combinations, the next problem was to give additional information about the hypothetical students to be evaluated. It was reasoned that simply presenting the photo, name, sex, and marks of a child would not look so natural to the sample teachers and they might not be willing to give their predictions. Thus, it seemed necessary to include some other "Neutral" information about some behaviors of the hypothetical children. By "Neutral", it was meant that the informations to be supplied should not severely bias teachers either infavour or against the student to be evaluated.

To accomplish this task, an open ended questionnaire (appendix VIII), was prepared. The items demanded teachers to list the most common behaviors of students they encounter inside and outside the classroom. These include:

- Subjects most commonly liked and disliked by many children.
- Clubs that many students participate in.
- Games that many children play
- Hobbies that are most frequented
- Common classroom misbehaviors
- Common relationships inside the family, with friends, and with teachers.
- Common illnesses, and the like.

The questionnaire was distributed to fourteen elementary school teachers working in Addis Ababa, that have acquaintances with the researcher. These teachers were chosen because, as the items needed serious observation on the part of the respondents, it was thought difficult to distribute the questionnaire to a randomly chosen school and to randomly chosen teachers. It was feared that such teachers might not have the time and interest to fill out the questionnaire.

The 14 teachers were instructed to observe their students carefully and fill the questionnaire accordingly. After several weeks, the responses were collected and tallied. The most frequent responses were organized into four paragraphs and were written under the topic "Some other behaviors" by the researcher. The paragraphs were written in a descriptive manner. The paragraphs were presented to two psychology

graduate students for content evaluation. The final version of the paragraphs were taken as additional "Neutral" information to the independent variables manipulation.

This additional information was written and photocopied below the photographs of each child, on the same page (Appendix VI).

Even if the paragraphs are not as "neutral" as expected, even if they help to bias subjects about the student to be evaluated, their effect may not contribute to the total variation since the same identical paragraphs were written for each of the 24 students.

The only purpose of the paragraphs was to impress the subjects that the students they evaluate were real students.

3.3.6 Preparation of Essay Material.

In order to augment the sample teachers' perception about the students they evaluate, a paragraph allegedly written by the student was also provided. The inclusion of the essay paragraph was thought to help teachers in two ways.

1. Looking at an example of a student's work would add teachers' information about the student to be evaluated.

2. Teachers were asked to grade the essay out of 10. This could show their present academic expectations and biases about the child. This could also help us understand if they were influenced by the manipulated variables.

After thoroughly observing the fifth grade textbooks, the topic "LIGHT" was chosen from the Science text as the heading for the essay. This topic was believed to be offered in all the regions of our country.

With the help of their teacher, around 40 fifth grade students in Addis Ababa (Atse Noad School), were gathered in a classroom, and were told to write a short essay on the topic "light". Each student was offered a half page sheet of paper and was instructed that the length of the essay should be between 5-10 lines. They were also told to complete the essay in 30 minutes. It was briefed to the students that the purpose was to see how much each student had studied and had nothing to do with their marks.

The answer sheets were collected and three elementary school teachers were asked to rate the essays out of ten. The rating was done independently. All the essays that were given equal grades by the three raters were selected. There were six of them. The one that was more readable, and that had shorter lines was simply taken.

This finally selected essay was photocopied in several copies. A copy of the essay was attached to each of the pages containing informations (i.e. photo, name, sex, birth place, marks, and the "Neutral" information) about the hypothetical students. It was glued *at* the bottom part of each page under the sub-heading "The essay the student wrote, from science 5th" (Appendix IX).

Thus we had a total of 24 different pages that would be presented to the sample teachers for evaluation. One page contains a picture of a boy or of a girl, of high or low attractiveness, with one of the six ethnic names, whose semester marks are either high or low. In addition, all the pages contain identical four paragraph descriptions about some other behaviors of children. Identical essay was also attached at the bottom of each page.

3.3.7 Preparation for the Introductory Part.

Unlike some other nations that provide teachers with cumulative folder information or student progress reports with photographs attached, the common practice in our country where teachers get recorded information about their students are the "Report cards" and "Master Sheets". Providing information about students as it is done in this study could be a strange experience to our teachers. Thus, it was

decided to give some kind of description as an introduction to the sample teachers.

On a separate page, the purpose of the study, the theory behind the study, description about the construction of the student report, and a polite demand for cooperation were written in six paragraphs.

The introduction goes, as follows (Appendix V).

... The main purpose of the study is to see how teachers, after studying some information about their students, can evaluate the students future prospect. Some philosophers say that teachers, after looking at the physical features of a student, observing his conduct, and his marks, and after evaluating other

behaviors, can correctly predict on the students' future academic performance.

Others do not agree with the above assertion. To prove this, we have prepared the following information ... about a 5th grade student. His name, sex, photo, 1st semester marks, some other behaviors, and an essay written by the student appear in the following page.

Please, read the description about the student and give us your opinion on the opinion-sheet.

The introduction page was photo copied in several copies and was attached in front of each page containing the photographs and essays.

Thus, the "Material" Contained these two pages.

Maximum effort was done to make the material as short and concise as possible in order to make it handy for sample teachers to read, and answer the questions within a short period of time.

3.3.8 Preparation of Opinion Sheet.

The teacher opinion sheet was developed to measure the effect of the four experimental variables on the expectation of teachers toward the hypothetical students they read about. The opinion sheet included three evaluative items, two of which were analysed for this study. The two items were designed to assess teachers' a) present expectations of the hypothetical students. This was achieved by simply asking teachers to mark the student's essay out of ten. b) future academic expectations. This was assessed by the question: "On the basis of the information that you got about the student, what will be the probability, do you think, that this student will pass grades 5 and 6 and will continue his studies further?" (Appendix VII). The question was followed with five alternatives ranging from "I think the student will get very great marks and has bright future." indicating high expectation, to "I fear that the student seems poor achiever and may not pass". indicating low future academic expectation.

Only the above two questions were presented for several reasons.

1. Several researchers have used similar questions to assess TE (eg. Clifford & Walster, 1973; Adam & Cohn, 1976; Mertins, 1976..)
2. As described earlier, for the sake of brevity, all the information concerning one student were supplied on a single page. It was believed then, that to present more questions concerning more detailed characteristics of the students in question could be meaningless. (For example, it would have been impractical to ask questions such as. "What mark will the student get in maths during the second semester?" or "Rate the child's parents' interest in his education.").
3. The questions should be clear, simple and handy enough to be answered by the subjects in a short period of time (at most one class period), so as not spoil the procedure.

The opinion sheet also contains three items that ask teachers to provide some personal information. The years of teaching experience and the sex of the respondent were directly asked. To identify the ethnicity of the respondent, an indirect way was used. The question was stated like the following:

"List the languages that you speak by the order of fluency."

1. _____ (Mother tongue)
2. _____
3. _____
4. _____

and this had worked effectively.

3.4 Administration

By presenting an official letter of cooperation written from the psychology department to the education offices of the three regions, formal letters of cooperation to the selected schools were secured by the researcher.

Except for the student essay, the material was translated into Oromic and Tigrigna by language experts and adequate number of copies were prepared. However, after discussing with education experts and school directors of Tigray and Wellega, it was made obvious that the respondents could read, write, and speak the Amharic language. Thus, during the administration of the study tool, the Amharic version was used in all the regions. If any respondent complained that he/she could not understand the Amharic version, the translated materials were provided as aids. But, this occurred in very few occasions.

During the administration of the evaluation materials and opinion sheets, the one and main thing that should be guarded against was that, respondents should not look at the other respondent's materials. As is obvious now, most of the information supplied in the materials are identical except for the systematic variation of the four manipulated variables. Thus, if a teacher had access to the materials, provided to the other teacher, the responses could not be done independently. Other unknown factors might intervene in the results.

To achieve the above precaution, two possibilities were identified.

1. To gather the selected sample teachers in their lounges during break time, and administer the materials and opinion sheets simultaneously. This method was largely abandoned because, most of the schools lounges did not have enough chairs for as much as 24 persons. In addition, there appeared to be possibility of the respondents to look over the other teachers' materials. Teacher lounges were thus used only when the number of subjects was very small.
2. To administer the materials (tool) when the teachers were in classrooms at any given period. This method was largely chosen and was used throughout the selected schools, since there was no possibility of one

respondent to look at or discuss with another subject about the materials.

The procedure followed in the administration was as follows:

1. The 24 materials (each material contains two pages- the introductory part, and the information about the hypothetical student.), were coded with numbers from 1-24. Twenty four opinion sheets would be taken and coded from 1-24. (For example, code No. 1 was assigned to attractive, boy, Amhara, high achiever; code No. 16 was assigned to less attractive, girl, Oromo, less achiever).
2. With the agreement of the school director (or vice director), the evaluation materials and opinion sheets with identical coding were randomly distributed to all the available teachers at the beginning of any given period. This was done when the teachers were inside their respective classrooms. Short descriptions were given to every sample teacher. To make the process move faster one or two assistants were assigned.

3. If the number of classrooms were very few, the materials were randomly distributed to the remaining teachers selected randomly. These teachers were requested to sit in the staff lounges, read the materials, and fill out the opinion sheets as fast as possible and independently.
4. All the subjects were told to complete the opinion sheets and return the materials within the same period.
5. The average duration to complete the task was between 10-20 minutes.
6. Before the class period ended, the evaluation materials and opinion sheets were collected.
7. After the materials were collected, the sex and ethnicity of the respondent were tallied in their appropriate cells. The opinion sheets that depicted the ethnic origin of the respondent other than the major ethnic group of the region were discarded. Each of the 24 materials should be evaluated by four male and four female subjects in every region. The process continued till the desired numbers were got.
8. If the school had larger staff, the process was repeated on the other shift.

3.5 Data Analysis

Two six factor fixed model analyses of variances (ANOVA) was carried out for the two dependent variables separately.

- A) Teacher rating of essays. 3(teacher region) X 2(teacher sex) X 3(student ethnicity) X 2(sex) X 2(achievement) X 2(level of attractiveness).
- B) Teacher future academic expectations. 3(teacher region) X 2(teacher sex) X 3(students ethnicity) X 2(sex) X 2(achievement) X 2(Attractiveness).

The various main effects and interaction effects at different levels were analysed.

The technique of ANOVA was preferred to others, since our interest was to look into differences between the various groups. Analysis of variance is also said to be robust in that the results are little affected by a violation of one or more assumptions (Hays, 1981).

CHAPTER IV

4. Results and Discussion

4.1 Results.

Table 3: Means and standard Deviation of the Independent variables with Respect to the Dependent variables.

Variable	Level	Y		Z	
		Mean	SD	Mean	SD
A	a1	6.70	2.36	3.66	1.07
	a2	7.03	2.22	3.62	0.98
	a3	6.96	2.30	3.52	0.88
B	b1	6.91	2.29	3.47	1.11
	b2	6.88	2.30	3.73	0.92
C	c1	6.71	2.40	3.58	0.93
	c2	7.06	2.33	3.62	1.21
	c3	6.92	2.15	3.60	1.01
D	d1	7.34	2.10	3.64	1.02
	d2	6.46	2.51	3.57	0.93
E	e1	8.27	2.32	4.01	0.98
	e2	5.52	2.41	3.19	0.83
F	f1	6.97	2.05	3.64	1.02
	f2	6.83	2.36	3.56	1.01
Total		6.899	2.31	3.60	0.94

Where ; A= Teacher Region

 a1= Gojjam

 a2= Wollega

 a3= Tigray

 B= Teacher Sex

 b1= Male

 b2= Female

- C= Student Name (Ethnicity)
 c1= Lamesginew and Alemnesh (Amhara)
 c2= Wakjira and Ayantu (Oromo)
 c3= Habtom and Brikti (Tigraian).
- D= Student Sex
 d1= Boy
 d2= Girl
- E= Student Achievement
 e1= High Achiever
 e2= Low Achiever
- F= Student Attractiveness
 f1= Attractive
 f2= Less Attractive

Table 3 indicates that high achievers and boys have the highest mean scores (8.27 and 7.34 respectively), whereas low achievers and girls received the lowest mean marks (5.52 and 6.46 respectively), on the teachers' rating of the essay. On the other hand, high achievers were rated highest (Mean= 4.01), and low achievers were rated lowest (Mean=3.19), when it comes to teachers' future expectation ratings.

4.1.1 Teachers' Ratings of Student Essay.

In order to see whether or not there are significant differences between the levels of each factor, one-way analysis of variance was carried out. This was done because,

if we directly performed the six-factor analysis of variance, a large number of F tests (63) were to be carried out and the probability of Type I Error might have been quite large at one or more of the tests (Hays, 1981). Thus, for our purpose, in order to answer the basic questions, separate one-way analyses of variances were computed, and the six-factor ANOVA was latter calculated.

Table 4: Summary Table of One-way ANOVA: Teachers' Rating of student Essay by Teacher Region.

Source	df	SS	MS	F	P
Between	2	11.5343	5.7622	1.0945	>.05
Within	573	3016.6354	5.2646		
Total	575	3028.1597			

$$\text{est } W^2 = 0.00034$$

The result indicated in table 4 suggests that there is no significant difference $\{F(2/573, 0.05) = 3.00\}$, between the teachers of the three regions (Gojjam, Wollega, Tigray), when scoring student essay. The proportion of variance accounted for by teacher region is very small (0.34 percent).

table 5: Summary Table of One-Way ANOVA: Teachers' ratings of Student Essay by teacher Sex.

Source	df	SS	MS	F	P
Between	1	0.1097	0.1097	0.0208	>0.05
Within	574	3028.05	5.2753		
Total	575	3028.1597			

$$\text{est } W^2 = 00043$$

Similarly, as shown in Table 5, teachers were found to show no significant difference $\{F(1/574, 0.05) = 3.84\}$ by their sex when rating an essay allegedly written by a fifth grade student. Teacher sex didn't contribute to the variance in the student grades

Table 6: Summary Table of One-Way ANOVA: Teachers' Rating of Essay by Student Names.

Source	df	SS	MS	F	P
Between	2	11.8368	5.9184	1.1243	>.05
Within	573	3016.3229	5.2641		
Total	575	3028.1597			

est $W^2 = 0.00043$

The results of table 6 show that there was no significant difference $\{F(2/573, .05) = 3.00\}$, by student name (ethnicity), when teachers rated the essay. The proportion of variance accounted for by students' ethnic origin was also minimal (0.043 percent).

Table 7: Summary Table of One-Way ANOVA: Essay Ratings by Student Sex.

Source	df	SS	MS	F	P
Between	1	112.0069	112.0069	22.0469***	<.05
Within	574	2196.1528	5.0804		
Total	575	3028.1597			

est $W^2 = .035$

Table 9: Summary Table of One-Way ANOVA. Essay Ratings by Student Attractiveness.

Source	df	SS	MS	F	P
Between	1	3.0625	3.0625	.581	>.05
Within	574	3025.0972	5.2702		
Total	575	3028.1597			

est $W^2 = 0$

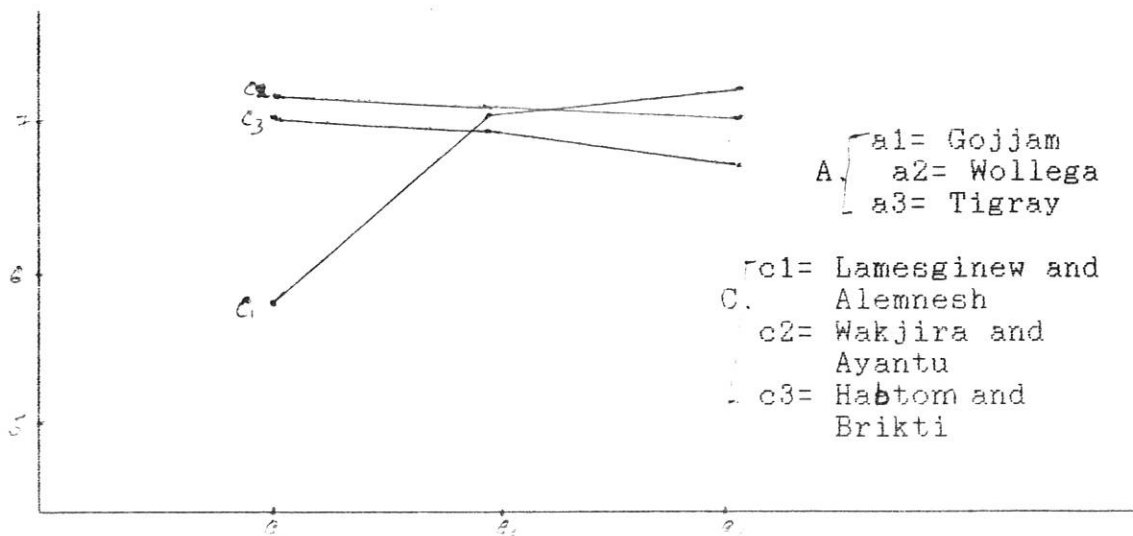
Student physical attractiveness, as presented to teachers by photographs, was not found to bring significant difference $\{F(1/174, .05) = 3.84\}$, in the ratings of the essay (table 9). The proportion of variance accounted for by the level of students attractiveness was negligible.

When the six factors with their different levels were combined and a six-way ANOVA was carried out 63 main and interaction effects were found. The detailed six-factor summary ANOVA is presented in Appendix I. This is done solely for the sake of brevity. Table 10 only shows the main effects and significant interactions.

The regions where the sample teachers are found and the reported names (ethnicity) of the students were found to interact significantly $\{F(4/432) = 32.09, P < .001\}$. Sample teachers from Gojjam rated the essays allegedly written by Lamesginew and Alemnesh (Mean= 5.797), less than Wakjira and Ayantu (Mean= 7.203), and Habtom and Brikti (Mean= 7.109). On the other hand, subjects from Wollega and Tigray rated the essay of all the groups in a somewhat similar manner. Teachers from Wollega rated the essays of Lamesginew and Alemnesh (Mean = 7.093), Wakjira and Ayantu (Mean= 7.094), and Habtom and Brikti (Mean= 6.906), showing no big mean difference. Similarly teachers from Tigray gave average marks of 7.25, 6.891, and 6.75, to Lamesginew and Alemnesh, Wakjira and Ayantu, and Habtom and Brikti respectively. This interaction can be shown by the following figure.

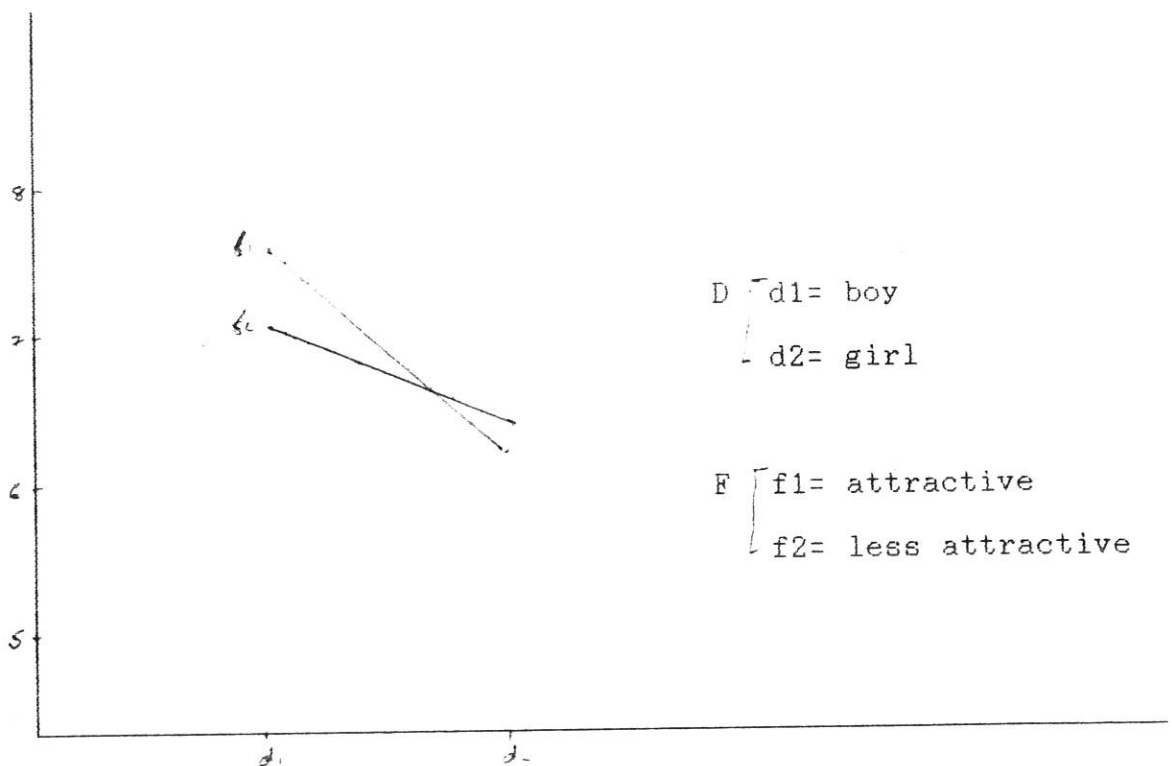
Figure 1.

Interaction of the Two Factors of Teacher Region, and Student Ethnicity (Names).



The sex and the physical attractiveness of the Students were also found to interact significantly {F (1/432)= 7.40, P<.01). When we look at the mean scores of the four groups cells (d1 f1, d1 f2, d2 f1, d2 f2), we find that the attractive boy has received the highest mean score (Mean= 7.625) and the attractive girl has got the lowest mean score (Mean = 6.597).

Figure 2: Interaction of Two-Factor of student Sex and Physical attractiveness.



4.1.2 Teacher future Expectations

Table 11: Summary Table of One-Way ANOVA. TE rating, by Teacher Region.

Source	df	SS	MS	F	P
Between	2	1.9306	.9653	.9838	>.05
Within	573	562.2291	.9812		
Total	575	564.1597			

est W²= 0

The result, as shown in Table 11, points out that there was no a significant difference $\{F(2/573), .05\}=3.84\}$, by teacher region when it comes to predicting the hypothetical students' future academic success. The proportion of variance accounted for by teacher region is also negligible.

Table 12: Summary Table of One-Way ANOVA. TE Ratings by Teacher Sex.

Source	df	SS	MS	F	P
Between	1	10.0297	10.0297	10.3893	<.05
Within	574	554.13	.9654		
Total	575	564.1597			

est W²= 0.016

The result in Table 12 suggests that, when sample teachers were asked to rate their future academic expectations of hypothetical students, they significantly

differed $\{F(1/154) = 10.39, P < .01\}$ by their sex. Female teachers showed brighter academic expectation (Mean = 3.73), than their male counterparts (Mean = 3.47). The proportion of variance accounted for by teacher sex is 1.6 percent.

Table 13: Summary Table of One-Way ANOVA. TE Ratings by Student Names.

Source	df	SS	MS	F	P
Between	2	.1285	.0643	.0653	>.05
Within	573	564.0312	.9843		
Total	575	564.1597			

est $W^2 = 0$

Table 13 shows that teacher ratings of future academic expectations was not significantly influenced by the name (ethnicity) of the hypothetical students $\{F(2/573, .05) = 3.00\}$. The proportion of variance accounted for by the students' ethnic origin is also negligible.

Table 14: Summary Table of One-Way ANOVA. TE Ratings by Student Sex.

Source	df	SS	MS	F	P
Between	1	0.6944	0.6944	0.7074	>.05
Within	574	563.4653	0.9816		
Total	575	564.1597			

est $W^2 = 0$

Similarly, the results of Table 14 assert that teachers' future academic expectations were not influenced by the sex of the student. Differences by student sex were not significant $\{F(1/574, .05) = 3.84\}$, when subjects were asked to predict on the future success of hypothetical children. Negligible proportion of variance accounted for by student sex was also found.

Table 15: Summary Table of One-Way ANOVA. TE Ratings by Student Past Achievement.

Source	df	SS	MS	F	P
Between	1	96.6944	96.6944	118.7309	<.05
Within	574	467.4653	0.8144		
Total	575	564.1597			

est $W^2 = .1697$

As indicated in Table 15, teachers were found to be influenced by students' past achievement in their expectation. When hypothetical fifth-grade students, with high and low first semester marks, were presented to the subjects, a significant difference $\{F(1/175) = 118.73, P < .001\}$, was observed in their future academic expectation. The mean rating for highs (4.01) was found to be higher than the mean rating for lows (3.19). The proportion of variance accounted for by students achievement was also substantially high.

Table 16: Summary Table of One-way ANOVA. TE Ratings by Students Attractiveness.

Source	df	SS	MS	F	P
Between	1	1.0000	1.000	1.0192	>.05
Within	574	563.1597	0.9811		
Total	575	564.1597			

est W²= .000034

The Result of Table 16 communicate that there is no significant difference $\{F(1/574,0.05)=3.84\}$, by the students' level of physical attractiveness when it comes to the rating of teachers' future academic expectations.

Looking at the six factors together, a six-way ANOVA was carried out. The results are summarized in Table 17 and the detailed summary is presented in Appendix II.

Table 17: Summary Table of Six-way ANOVA. Teacher Future Expectation Ratings.

Source	df	SS	MS	F	P
A	2	1.93	0.97	1.05	
B	1	10.03	10.03	10.90**	<.01
C	2	.13	0.07	0.08	
D	1	.69	0.69	0.75	
E	1	96.69	96.69	105.10***	<.001
F	1	1.-	1.	1.09	
57 non-significant interactions		57.68			
Residual	432	396	0.92		
Total	575	564			

As can be seen from Table 17 and Appendix II, except for the two main effects (B and E), all the rest of the variables and all the interactions were not found to be significant at $\alpha = .05$ level.

4.2 Discussion

4.2.1 Teacher Region (Ethnicity) and Student Names (Ethnicity)

Despite the inconsistencies of findings in the literature, as indicated in the review part, race of the student was frequently found a variable in the formation of TE (Jensen & Rosenfield, 1974; Paulson, 1978), while the race of the teacher was not (Tibias, 1983). However, the results of this study demonstrated that neither the ethnicity of the teacher nor the name of the student significantly helped to

bias teachers in the ratings of the essay or academic expectations. The results appear to indicate that our elementary school teachers seem to grade the essays of their students and seem to form similar academic expectations irrespective of the students' ethnic origin. This finding is important, since it suggests that ethnicity is not a strong determinant of teacher perceptions of students present and future abilities.

In the West, the more teacher expectation from white children than from black children may be attributed to several reasons. Most of the black students are from the poorer families, and it is reasonable to think that a child from poor origin could not afford to join wealthier schools that provide better instruction. Poor instruction leads to poorer performance in national exams. This in turn leads to low status jobs, perpetuating the cycle. The repetition of this low academic performance by blacks for generations might have developed social stereotypes that blacks are academically poor performers. Teachers, as part of the society cannot be exceptions and may reflect this stereotype in their expectations and classroom behaviors. As Miller (1973) suggests, when the social class of the student was made constant, race was not an important factor in TE.

On the other hand, it is also reasonable to expect that there is a negative bias against blacks in general. It

was only recently that blacks were allowed to cast ballots in the U.S. It used to be a common talk that the Black race is inferior to the white race in all human activities. This bias could have persisted in some sections of the American society. Thus, some Western teachers may be affected by this bias as Demies and Turner (1978) and Adams (1978), suggested.

When we come to our country, though systematic studies on the economic status of each ethnic group could not be located and reviewed, it seems that the majority of the ethnic groups have relatively similar economic status. In addition, the great majority of our schools are government owned. Education is generally free. The distribution of schools seems to be fairly similar in the three regions. Thus, it is reasonable to expect that teachers didn't observe from experience that one ethnic group is academically better than the other. There seems to be very little chance for developing ethnic stereotypes concerning academic achievements.

Unlike the White and Black races of the West, where there is a marked physical and psychological difference, most of this country's ethnic groups have similar color and physique. In most cases, one can not tell the tribal origin of an individual by looking at him. There also seems to be a high rate of intermarriage and intermingling of the social groups. Despite some inconsistent social gossips about a

given ethnic group, and despite some inconveniences in the political world, ethnicity seems to have very little chance of creating ethnic bias.

Thus the finding of this study that ethnicity didn't affect teacher expectancies and student marks, may not be considered as a surprising result. This simply may show that Ethiopian schools are at least one minus of the problems of the western schools.

The significant interaction found between the two variables- teacher region and student name, on the dependent variable of teacher essay rating may be seen from another light. Teachers from Gojjam rated the essay supposedly written by Lamesginew and Alemnesh lower than the other groups of students. The essay was presented in the Amharic Language to all the teachers. The Gojjam teachers might have expected the Amharic speakers (Lamesginew and Alemnesh), to write better than students whose mother tongue is not Amharic. In most cases, it is natural to expect that one should speak, write, or listen his mother tongue more efficiently than the one whose first language is different. Thus, the lower mean rating of Lamesginew and Alemnesh by the sample teachers from Gojjam could be seen in this light.

4.2.2 Teacher Sex.

As most elementary school teachers in the United States are females, teacher sex differences are not extensively researched and reported in TE studies. This would make difficult to compare the results of this study.

On the whole, the finding of the study suggests that male and female teachers didn't significantly differ in the rating of the essay. However, sample female teachers showed significantly higher expectation than the male teachers. Intuitively, it is understood that females as mothers of children may be more sympathetic to children than males. In a patriarchal society like ours, where most of the economic burden is loaded upon males, they could be dominant and more aggressive toward children than females. It is common in our culture to see that most of the responsibility of disciplining children is left to fathers. Thus, the severity of male teachers rating of future expectation might have arisen from this background.

4.2.3 Student Sex.

As indicated in the review part, most studies reported that student sex didn't act as a source of TE in the developed countries. This indicates that the society has narrowed its concept of sex differences and has come to perceive that boys and girls are equally good in academic affairs.

But, the results of this study show that the essay supposedly written by male students was significantly rated higher than the same essay that was reported to be written by girls. Several reasons could be given for the above result. In Ethiopian traditional schools (Church schools and Koran schools), education was only given to boys. The role of girls was thought to be behind home doors mending the affairs of the family and rearing children. Education was the sole right of males. Thus, it is thinkable to suggest that sex stereotypes concerning the academic potential of boys and girls could have been developed in the earlier times. If such stereotypes prevailed in the past, there is no reason why they should not persist to the present, affecting teachers' perceptions of academic abilities about boys and girls. This implies that our elementary school teachers might favour boys in their academic interaction as found in this study.

The Educational statistics Year booklets, published by the Ministry of Education, consistently show that the number of girl dropouts has been permanently higher than boy dropouts at every grade level. They also indicate that the number of girls who repeat classes is greater than the number of boys repeating classes. The percentage of boys passing the three national exams is also reported to be much higher than the percentage of girls passing the same exams. What the above information tells us is that, in reality, our nation's girls are less academically successful than their boy counter-parts. The sample teachers, as they are experienced teachers with several years of teaching service, can observe this phenomenon from experience. This may lead them to think that what ever is written by a girl may not deserve higher marks - thus, the finding of this study.

On the other hand, the sample teachers didn't give their future expectation on the basis of student sex. No significant sex difference was observed on teachers' prediction of future student successes. This finding is consistent with many studies (Wiely & Eskilson, 1978; Mertins 1976). This is an odd finding in contradiction to the reason given by the above paragraphs.

However, there is a possibility that, when teachers were asked to rate an essay, they could feel and see at the work of the student and may be confident enough to give their

responses in a sure way. But, when they were asked to predict on the students' future success, they needed more 'tangible' information to decide on their rating. The future is uncertain. A strong ground is needed to predict on the probability of a certain event. And, in this study, teachers might not have considered sex as a sufficient information for their prediction of student success.

4.2.4 Previous Achievement

In countries where most of TE studies were carried out, teachers could get information about the ability of students from several sources - IQ scores, standardized aptitude and achievement test results, student progress report cards, and the like. According to Williams (1976), TE research had emphasized on standardized achievement tests.

But, in the case of this country, the only source of information about student ability that teachers get is the marks of a student from teacher made tests. This study used such kind of information. The results indicate that teachers are strongly biased towards those students who were reported to have high marks than students with low grades when scoring the same essay. Teachers were also found to have higher academic expectations to high achievers than lows. This result is consistent with most of the studies carried out (Bar Tal & Saxe, 1979; Cooper & Lowe, 1977; Adams & Cohn, 1976,).

continuing their education. But, it is difficult to tell whether the teachers were influenced by attractiveness stereotypes. Lack of attractiveness studies makes the matter darker.

CHAPTER V

5. Summary, Conclusion, and Recommendations

5.1 Summary.

It was reported by several studies that teachers perceive the abilities and potentialities of their students differently, and these perceptions are communicated to the students in a variety of teacher behaviors to produce differential student performance outcomes.

The purpose of this study was to see the impact of some student characteristics (attractiveness, sex, achievement, and ethnicity), on the formation of teacher expectancies and biases. The sex and ethnicity of the teacher were also considered as independent variables to see if there is a difference among teachers when forming expectations.

To accomplish this task, a description of a hypothetical student to be presented to the sample teachers was prepared. The material contained a photograph of a student, its name, birth place, first semester marks, and sex. A total of four (2 male, 2 female), photographs with differing levels of attractiveness, as rated by independent raters were selected. Six ethnic names that were identified to represent three ethnic groups (Amhara, Oromo, Tigrian) were chosen. Two sets of marks, one indicating high achievement, and the other set indicating low achievement were randomly selected. The two

sexes were also included. These four variables were systematically combined to produce 24 different combinations. That is, 24 hypothetical fifth grade students were prepared. These information were put in 24 pages, at the top of each page. A "Neutral" information was prepared using an open ended questionnaire. The information contained some behaviors about students. This information was written on the page containing each hypothetical student. An essay material was selected from fifth grade students' essays and the same essay was attached to the bottom part of the page containing information about each of the 24 students. The essay was expected to show present teacher expectations and biases.

576 teachers were randomly chosen from three regions (Gojjam, Wollega, Tigray - 2 towns in each region), and each subject was given one of the evaluation materials for rating. They were asked to mark the essay out of 10, and to rate their future expectancy on a 5-point scale, about the student they read.

Separate one-way analyses of variances and two six-way analyses of variances were computed. Results showed that the sex of the student and past achievement of the student brought differences that were statistically significant, on the teacher ratings of the essay. Two significant interactions were also observed. All other variables didn't bring significant differences.

Concerning the dependent variable of teacher future academic expectancies, teacher sex and student achievement brought statistically significant differences. All others did not.

5.2 Conclusion

From the results of this study, one may tentatively conclude the following.

1. Previous student achievement was found to be a strong biasing factor for grading essays, and a strong source for the formation of teacher academic expectations.
2. Eventhough literature indicates that student ethnicity is a potent source of teacher expectancy, this study revealed that both the ethnicity of the teacher and the ethnic origin of the student did not serve neither as biasing factors in grading essays nor as sources of teacher expectancies.
3. Female teachers seem to be more optimistic about their students than male teachers in their future expectancies.
4. The physical attractiveness of students had very little effect in teacher marks, and seems to have negligible influence in the formation of teacher expectancies.

5. Though the sex of the student may help in biasing teachers when assigning marks to essays, it was not found to serve as a source of teacher future academic expectancy formation.

5.3 Recommendations.

1. Though aptitude and achievement status determined by standardized tests may show some predictability about future student success, teacher made classroom achievement tests have very little reliability and validity. It could become catastrophic to students, especially to "low achievers", if teachers are easily influenced and base their expectations on student results, such as semesters' marks. It should be the responsibility of school directors, inspectors and teacher training programmes to sensitize both teachers-on-the-job and teachers in training, that they should not be biased and form strong expectancies on such minimal information as student marks.
2. Teachers have shown favourable inclinations towards boys when marking the essay. This could show that the traditional conception that assigns boys to schools and girls at home still persists. The concerned education experts and institutions should make teachers aware that given equal opportunities, boys and girls can equally perform in their lessons.

The above recommendations could be effected by including the subject matter of teacher expectation in TTI Syllabi, through workshops, seminars, discussions or by preparation of educational leaflets and other materials. The educational radio media could play significant roles in this respect.

3. As a beginning study in our country, there are several questions that should be studied in the TE phenomenon in the future. Here are some questions.

- . What are other possible sources of information for the formation of TE?
- . How are teacher expectancies communicated to the children?
- . To what extent do teacher expectancies affect student learning?
- . What kind of teachers are susceptible to biasing information? (as temperament, authoritarianism, etc).

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APPENDIX I

Six-Way ANOVA Summary Table
Teachers' Ratings of Essay

Source of Variation	df	SS	MS	F
A	2	11.52	5.76	1.65
B	1	0.11	0.11	0.03
C	2	11.84	5.92	1.70
D	1	112.01	112.01	32.09
E	1	1089.00	1089.00	312.03
F	1	3.06	3.06	0.88
AxB	2	4.51	2.26	0.65
AxC	4	77.29	19.32	5.53
AxD	2	0.54	0.27	0.08
AxE	2	3.51	1.76	0.51
AxF	2	1.39	0.69	0.20
BxC	2	0.06	0.03	0.00
BxD	1	0.69	0.69	0.20
BxE	1	0.56	0.56	0.16
BxF	1	11.11	11.11	3.18
CxD	2	0.15	0.08	0.00
CxE	2	1.64	0.82	0.23
CxF	2	1.89	0.95	0.27
DxE	1	8.02	8.02	2.30
DxF	1	25.84	25.84	7.40
ExF	1	0.47	0.47	0.13
AxBxC	4	6.13	1.53	0.25
AxBxD	2	2.62	1.31	0.38
AxBxE	2	1.07	0.54	0.15
AxBxF	2	0.17	0.08	0.00
AxCxD	4	9.56	2.39	0.08
AxCxE	4	31.32	7.83	2.24
AxCxF	4	8.78	2.19	0.63
AxDxE	2	1.42	0.71	0.20
AxDxF	2	0.85	0.43	0.12
AxExF	2	0.16	0.08	0.00
BxCxD	2	2.43	1.22	0.36
BxCxE	2	0.81	0.41	0.13
BxCxF	2	1.67	0.84	0.24
BxDxE	1	0.84	0.84	0.24
BxDxF	1	4.67	4.67	1.34
BxExF	1	0.15	0.15	0.04
CxDxE	2	2.00	1.00	0.29
CxDxF	2	2.52	1.26	0.36
CxExF	2	0.77	0.39	0.11
DxExF	1	0.64	0.64	0.58

APPENDIX II

Six-Way Summary ANOVA Table.
Teachers' Future Expectation Ratings

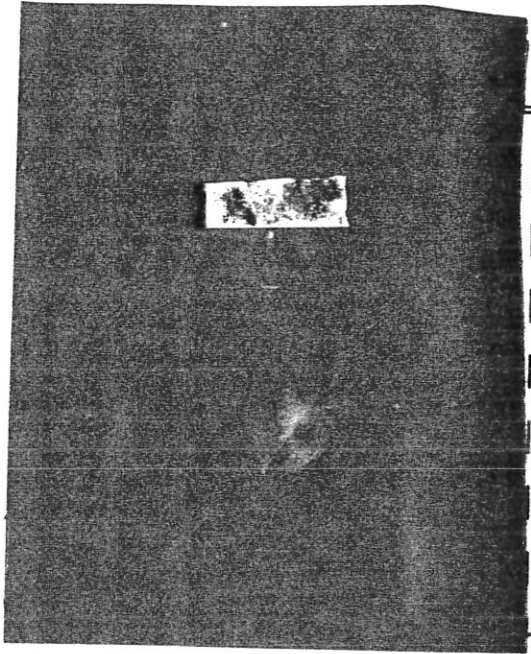
Source of Variation	df	SS	MS	F
A	2	1.93	0.97	1.05
B	1	10.03	10.03	10.90
C	2	0.13	0.07	0.08
D	1	0.69	0.69	0.75
E	1	96.69	96.69	105.10
F	1	1.00	1.00	1.09
AxB	2	0.68	0.34	0.37
AxC	4	1.44	0.36	0.39
AxD	2	1.26	0.63	0.68
AxE	2	0.68	0.34	0.37
AxF	2	0.04	0.02	0.02
BxC	2	0.42	0.21	0.23
BxD	1	0.27	0.27	0.29
BxE	1	0.06	0.06	0.07
BxF	1	0.06	0.06	0.07
CxD	2	0.02	0.01	0.01
CxE	2	0.69	0.35	0.38
CxF	2	1.69	0.85	0.92
DxE	1	1.17	1.17	1.27
DxF	1	0.06	0.06	0.07
ExF	1	0.34	0.34	0.37
AxBxC	4	0.78	0.20	0.22
AxBxD	2	0.65	0.33	0.36
AxBxE	2	0.35	0.17	0.18
AxBxF	2	0.51	0.26	0.28
AxCxD	4	2.20	0.55	0.60
AxCxE	4	1.85	0.46	0.50
AxCxF	4	1.73	0.43	0.47
AxDxE	2	1.35	0.66	0.72
AxDxF	2	0.13	0.07	0.08
AxExF	2	0.85	0.43	0.47
BxCxD	2	0.06	0.03	0.03
BxCxE	2	1.68	0.84	0.91
BxCxF	2	0.57	0.29	0.32
BxDxE	1	0.12	0.06	0.07
BxDxF	1	0.03	0.03	0.03
BxExF	1	0.44	0.44	0.48
CxDxE	2	0.46	0.23	0.25
CxDxF	2	0.00	0.00	0.00
CxExF	2	1.71	0.86	0.93
DxExF	1	0.45	0.45	0.49

APPENDIX II cont.

Source	DF	SS	MS	F
AxBxCxD	4	2.07	0.52	0.57
AxBxCxE	4	1.24	0.81	0.34
AxBxCxF	4	1.98	0.50	0.54
AxBxDxE	2	0.83	0.47	0.51
AxBxDxF	2	1.37	0.69	0.75
AxBxExF	2	1.56	0.78	0.85
AxCxDxE	4	1.14	0.29	0.32
AxCxDxF	4	2.11	0.53	0.57
AxCxExF	4	1.19	0.30	0.33
AxDxExF	2	0.69	0.35	0.38
BxCxDxE	2	1.75	0.86	0.93
BxCxDxF	2	1.46	0.73	0.79
BxCxExF	2	1.11	0.56	0.61
BxDxExF	1	0.32	0.32	0.35
CxDxExF	2	1.91	0.96	1.04
AxBxCxDxE	4	2.03	0.51	0.55
AxBxCxDxF	4	2.91	0.73	0.79
AxBxCxExF	4	1.24	0.31	0.34
AxBxDxExF	2	1.16	0.58	0.63
AxCxDxExF	4	2.47	0.62	0.67
BxCxDxExF	2	0.18	0.09	0.10
AxBxCxDxE ^F	4	2.18	0.55	0.60
Residual	432	396	0.92	
Total	575	564		

APPENDEX III

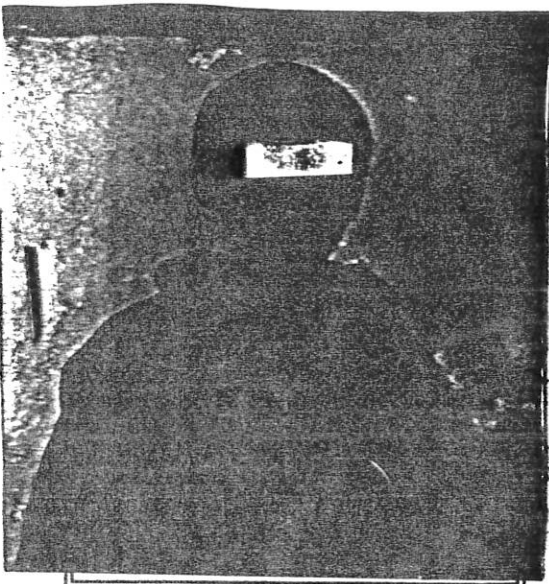
The Selected Photographs



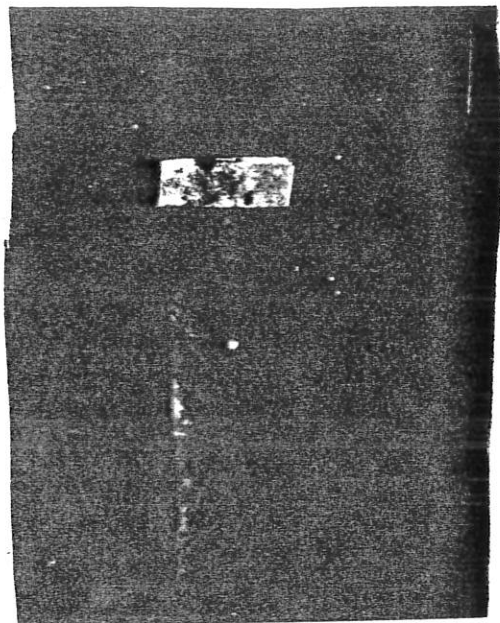
Attractive boy



Attractive Girl



Less Attractive Boy



Less Attractive Girl

APPENDIX IV

The Names Used for the Hypothetical Students

Students Name	Sex	Ethnicity
Lamesginew Wagaw Amsalu	Male	Amhara
Alemnesh Teshome Baye	Female	Amhara
Waqjira Dumessa Merga	Male	Oromo
Ayantuu Jira Olana	Female	Oromo
Habtom W/Gebriel Zerai	Male	Tigrayan
Brikte T/Mariam Fissiha	Female	Tigrayan

APPENDIX V

The Introductory Part of The Educational Material

Dear Teacher.

The main purpose of this study is to investigate how much teachers can predict and evaluate the performance of students after they studied some behavior of the students. The result of the study will help me to partially fulfill the requirements for a master degree in Educational Psychology.

Some philosophers assert that teachers by observing at the face and physique of a student, by studying the student's conduct, by considering previous achievement, and by analyzing other behaviors, can correctly predict on the student's future academic ability.

On the other hand, other philosophers claim that teachers cannot predict on student's future performance in any way.

To check this point, we have prepared the following questionnaire. In the following page, there is a description about the behaviors of a fifth grade student taken from one school in Addis Ababa.

The student's name, sex, photograph, first semester marks and other behaviors are listed. An essay written by the student is also attached.

Therefore, after you carefully study the report about the student, you are kindly requested to give us your opinion about the student on the opinion sheet.

We would like to assure you that the cooperation you are rendering to us will not be used for any other purpose except for scientific research and our country's education growth.

Heartly thanks for your cooperation.

Tsehaie Jemberu.

APPENDIX VI

The Information Supplied About the Hypothetical Student.

[]	Name_____
	Sex_____
	Birth Place_____
	1st Semester_____
	Maths_____
	Science_____
	English_____
	Average Semester Mark_____

Some Behaviors

This student likes the subject English most, but has less liking to Agriculture. Participates in the Sport Club, likes running and joking with friends during breaks. His/Her hobbies are occasional goings to the cinema and planting flowers at home.

Has the problem of sitting in one place for long inside the classroom. When teachers ask questions, hurries to give answers without much thinking on the problem. Ofcourse, most often works on homework, but often forgets to bring exercisebooks to class. Despite occasional talks with a student at his/her side, doesnot show serious disturbance when teacher is in class.

Is obedient to parents. However, frequently quarrels with brothers and sisters. Forms groups with village friends. Because he/she is easily irritable, often goes to teachers for complaints. He/She is not that much careful for his/her clothing neatness. But, doesnot spoil them by rolling on dirt.

Is usually willing to execute the orders of teachers. Teachers most often do not punish him/her. Although healthy most of the time, Stomach ache is his/her recurrent problem. Family has average income.

| An Essay Written by the Student. (Science 5th). |

APPENDIX VII

The Opinion Sheet .

Year of Service _____

Your Sex _____

Language(s) you speak

According to fluency

1. _____ (mother tongue)

2. _____

3. _____

4. _____

1. How much points would ^{you} have assigned to the essay written by the student out of 10, had you corrected the essay ? _____

2. Based on the information you got about the student, what would be, do you think, the chances of the student's passing 5th and 6th grades and pursuing his/her education further ?

A). I predict that the student has extremely bright academic future.

B). I predict that the student has a good future and will continue his education successfully.

C). I think that the student may pass grades 5 and 6.

D). I am afraid on the student's future results.

E). I suspect that the student is an underachiever and will not pass grade 5.

3. Do you like to have and teach such kind of student in your class ?

- A). Yes, I like.
- B). No, I don't.
- C). I do not care.

APPENDEX VIII

The Open Ended Questionnaire

Dear Teacher.

The main purpose of this questionnaire is to know some behaviors of students which they manifest inside and outside the school. This questionnaire is a part of the study that is currently being conducted to fulfill for the requirement of Masters degree.

- For each item, please fill out the open spaces as much as you can.
- You may get some information by asking your students.

We thank you for your cooperation.

1. A. Subjects most liked by many students.

i. _____ ii. _____ iii. _____ iv. _____

B. Subjects most dislike by many students.

i. _____ ii. _____ iii. _____ iv. _____

2. A. Clubs that are frequented by many students.

i. _____ ii. _____ iii. _____ iv. _____

B. Sport plays that many students frequent.

i. _____ ii. _____ iii. _____ iv. _____

3. Games that are played by many children.

- i. _____ ii. _____ iii. _____ iv. _____
4. Occupations students carry out of schools.
- i. _____ ii. _____ iii. _____ iv. _____
5. Items students carry when they come to school.
- i. _____ ii. _____ iii. _____ iv. _____
6. Some behaviors manifested by low achievers.
- i. _____ ii. _____ iii. _____ iv. _____
7. Some behaviors manifested by high achievers.
- i. _____ ii. _____ iii. _____ iv. _____
8. Common classroom disciplinary problems
- i. _____ ii. _____ iii. _____ iv. _____
9. Common classroom problems outside classroom.
- i. _____ ii. _____ iii. _____ iv. _____
10. Common behaviors of students that bring teacher
praise.
- i. _____ ii. _____ iii. _____ iv. _____
11. Frequent sources of student quarrels.
- i. _____ ii. _____ iii. _____ iv. _____
12. Frequent student illnesses.
- i. _____ ii. _____ iii. _____ iv. _____
13. Common occupations of students' fathers.
- i. _____ ii. _____ iii. _____ iv. _____

APPENDIX IX

Sample of the Evaluation Material

ውጽ መምህር :-

የዚህ መመሪያ ጥያቄ ለመሙላት ስለሚያስፈልጉት ስለተማሪዎቻቸው ጽንፈኛ ጥያቄዎችን ከጠጉ በኋላ የተማሪዎቻቸውን የወደፊት ችሎታ ምን ያህል መገመገም መገምገም እንደሚችሉ ለማወቅ ነው። የምርመራ ውጤትም በጥምረት ሳይሆን የሚሰጠው የሚሆን ለማሟላት ቀርቧል።

ጽንፈኛ ፈላጎቶች እንደሚሉት ነገር ፀመምህራን የተማሪውን ቁመትና ገደብ ለማየት የገባል። ለገደብ ለማድረግ ስለሚችሉት ማርከን በማገናዘብ ሌሎች ጥያቄዎችን በመገምገም ስለተማሪው ማንነት ስለወደፊት የጥምረት ችሎታው በጥንቃቄ ተገንዝቦ ነው።

ሌሎች ፈላጎቶች ደግሞ ስመምህራን በምንም ዓይነት መንገድ ስለተማሪዎች የወደፊት ሁኔታ መተንተን አይቻልም ሆኖ።

ሁኔታዎች ለማረጋገጥ የሚከተለውን መመሪያ አዘጋጅተናል። ጽደት አጠቃላይ ስሜት ገቢን የተወሰደ ስለ ጽንፈኛ የኃይል ተማሪ ጥሪዎች የሚገለጹ ድህረ ምረቃ ስሜት ስለሆነ የተማሪው ስም ሁለት ወቅት ስሜት የጽንፈኛ ስሜት ስለሆነ ውጤት ሌሎች ጥያቄዎችን ተዘርዘረዋል። በተማሪው ገቢ ውስጥ የተጻፈ ድርሰትም አጠቃላይ ሆኖ።

ስለዚህ እርስዎ ስለተማሪው የተዘገበውን ስንጠቃቀም ከጠጉ በኋላ ስለሌሎች ያለዎትን ስነ-ምግባር በመለከት መስጠት ወረቀት ላይ በመመሪያው መሠረት እንደመለከትዎት በጥንቃቄ እንመሪያዎቻችን።

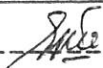
ሆኖ የሚያደርጉለኝ ጥብብ ለሀገራችን የጥምረት እድገት ለሰጥቶ ምርምር ከመዋሉ ገብሮ ለሌላ ለምንም ጉዳይ እንደማይውል ለረገግኛለዎ እወደዳለሁ።

ስለ ጥብብዎ ገልገል አመሰግናለሁ።

ፀሐፊ ጌምበት

DECLARATION

I, the undersigned, declare that this thesis is my original work, has not been presented for a degree in any other university and that all sources of material used for the thesis have been duly acknowledged.

Name : Tsehaie Jemberu
Signature : 
Place : Department of Educational
Psychology,
Addis Ababa University, Addis
Ababa.
Date of submission : June 7, 1993