

"THE RELATIONSHIP BETWEEN STUDENTS' ATTITUDES TOWARD
TEACHERS, SUBJECTS AND THEIR ACADEMIC PERFORMANCE"

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"A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS IN THE UNIVERSITY OF NAIROBI"

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approval as the University Supervisor"

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A C K N O W L E D G E M E N T S

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A B S T R A C T

This study is on attitudes. It is specifically on attitudes as related to schooling. Attitudes are important because it is believed that they affect performance. The problem investigated in this study was students attitudes to three schooling factors: their teachers, subjects, and performance. Studies on this line have been done abroad and have indicated positive relationships. However, very few studies have been done in the Kenya local situation; and since environment affects attitudes, it was thought important to carry out a local study.

To investigate this problem local schools in Kenya were used. They were Highway Secondary School, and Lenana School. The attitudes of students from these schools were related to their performance.

The results of this study indicated that although attitudes and performance were not always positively correlated, there was a stronger trend of a positive relationship between attitudes and performance. This means that students with positive attitudes were generally doing better academically than those with negative attitudes.

From the findings of this study, it is suggested that teachers need to be aware of attitudes of their students,

for the purpose of helping them academically and socially.

To do this the teachers will not only need to study the

existing attitudes of their students, but also they should

know how to go about in trying to improve students' attitudes.

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CHAPTER ONE

INTRODUCTION

(1) The Significance of the Study

The purpose of this study is to find out if some attitude factors are related to subject performance. The dependent variable is performance which has been examined against two independent variables: attitude to teacher and attitude to subject.

The particular attitudes chosen for investigation were students' attitudes towards their academic performance, their teachers and subjects. These factors were chosen because they are directly related to schooling and from their study a person can get a picture of students attitudes towards schooling. An attitude may be defined as a mental state of readiness which predisposes one to act in a certain manner, Fishbein (1967), Rokeach (1970).

Theoretically this study is of significance as it is related to at least three lines of theoretical thought, namely, the reinforcement theories, the motivational theories and the cognitive theories. The reinforcement theory was pioneered by E.L. Thorndike around 1913, (Child 1973) and ever since it has been expanded upon by other psychologists. According to this theory reward arouses positive feelings while punishment arouses negative feelings. In relating this theory to the hypotheses, success is bound to be viewed positively and as

rewarding while failure is likely to be viewed negatively and as an unrewarding.

Secondly, there is the motivation theory.

The origin of this theory was mainly the result of the work of Maslow around 1955. This work was later followed by work of people like White and Hutton, in (McKeachie-Doyle, 1970). According to these theorists a motive is a need or drive to reach a goal. As to whether this need will be low or high is very much influenced by the attitudes of the individual in relation to that particular goal. In relation to the hypotheses success in class is likely to encourage learning, or motivation to learn, whereas failure is likely to discourage motivation in learning.

Thirdly, there are the cognitive theorists, like Tolman (1948) and Festinger, (Cartwright & Zander, 1968). These cognitive theorists emphasize that a person's behaviour is very much influenced by his cognition. Cognition includes attitudes, ideas and expectations a person has of a situation. These ideas are usually the result of past experiences. From the past experiences a person forms attitudes about the future. In relation to the hypotheses, the successful students will have more hopeful attitudes for the future than students who do not perform well.

The practical significance of this study lies in the fact that the findings could help in the communication between students and teachers. Since knowledge is supposed

to contribute to understanding, it is hoped that teachers will use this information for such purpose in their relation to their students.

Knowledge about attitudes from researchers has been practically applied to students before and the results have proved promising. Since attitudes are believed to be predispositions to action, some educationists have attempted to manipulate attitudes of students. This has been the case especially with poor performing students who also tended to have negative attitudes towards schooling. Most of the results indicated that improved attitudes resulted in improved performance. Some of the studies which have illustrated this point about change in performance were those carried out by Theodore (1961), Keith and Dolan (1961), Dickson A.W. and Truax C.B. (1966).

Before one can attempt to change students' attitudes, one must know how the students feel. Although there will be no attempt in this study to manipulate students attitudes, it nevertheless is of importance. It could be used later for practical purposes in trying to change or influence students attitudes.

(II) HYPOTHESES

Hypothesis 1: There will be a positive correlation between liking for subject and performance in that subject.

Hypothesis 2: There will be a positive correlation between liking for subject teacher and performance in his subject.

(III) JUSTIFICATION OF HYPOTHESES

These two hypotheses can be justified by both of the major approaches to human behaviour. We may view positive attitudes as a result of successful performance. Or we may view positive attitudes on one hand as the cause of successful performance, and negative attitudes on the other hand as the cause of unsuccessful performance. There is a third possibility which is to view performance and attitudes as interactive and reinforcing.

(a) The Reinforcing Theory

The first position which asserts that attitude is determined by performance derives from reinforcing theory pioneered by the work of E.L. Thorndike around 1913, and further developed by people like Pavlov, Skinner, Hull, (Deese and Hulse 1967), Snyder and Hulse (1961). According to this theory, positive reinforcement is likely to result in positive attitudes, while negative reinforcement is likely to result in negative attitudes. The important terms in relation to this theory are reinforcement, drive, response, generalization and discrimination.

Reinforcement

For skinnerians, positive reinforcers are those stimuli that serve to strengthen responses when presented e.g. "food strengthens bar pressing", (Deese and Hulse 1967), p. 11). In an experiment to illustrate

this, a skinnerian box is usually used. A rat is placed in this box which is connected to an automatic electric device filled with pellets of rat food. The apparatus is such that the rat inside is likely to press the lever. When the lever is pressed food is automatically delivered near the bar. The rat which is hungry is able to get this food and feels rewarded for its efforts in pressing the bar. The rat becomes more inclined to press the lever for more food. The number of times and the speed at which the rat presses the lever is likely to be related to the rat's state of satisfaction. The more hungry, the faster and more times it will press the lever.

On the other hand negative reinforcers are those stimuli which strengthen responses when removed e.g. 'the withdrawal of shock strengthens avoidance' (Deese and Hulse 1967 p. 12). In an experiment to illustrate this point, a dog is usually placed in a compartment made of bars through which electricity runs. There is a similar compartment attached to the first one. When electricity is switched on in the first compartment, it goes in the second compartment and vice versa. The dog experiences shock and discomfort from bars in the electrified compartment and is forced to move to the electric free one. The punishing stimuli-bars strengthens escape behaviour.

The mediationists agree with this view of reinforcers but in addition they go on to explain more about the response strengthening process. Hull, (Frandsen 1961), theorized that reinforcement serves to strengthen responses because it reduces drive, satisfies need and builds up habit

tendencies. As a result, while reinforcement is resulting in observable changes in the external responses of the organism, it also functions to enforce unobservable changes in the internal states and expectations of that organism. These strengthen, weaken or eliminate the observable action of the specified response on subsequent learning trials.

Reinforcing stimuli vary from factors necessary for physiological survival (for example food) to elements of social interaction (for example an approving word). It is easier to examine the physiological reinforcers and their effects than to study social or secondary reinforcers as they are not directly linked with the organism but instead are linked with factors in the individual's life history.

According to Thibaut and Kelly (Cartwright and Zander 1968), a socially significant interaction will be repeated only if the participants in that interaction are reinforced as a function of having participated. In an interaction, the rewards that one incurs and the costs may be determined by factors external to that interaction or by factors inherent in that interaction. The first category has exogenous determinants which includes the individual's needs, values and abilities. The second category has the endogenous determinants which are inherent in the interaction.

It is seen that reward or positive reinforcement arouses positive attitudes to the situation and strengthens the probability of occurrence of a given response in the future. This is understandable since it is natural for organisms to

want to repeat things that will result in pleasure. On the other hand, negative reinforcement weakens the bond between the stimulus and response and makes it unlikely that the organism will repeat the response in the future. In fact the organism is likely to try to avoid the situation. Miller (1948) described punishment as the presence of aversive conditions or withdrawal of reinforcing ones. According to these psychologists, punishment that an organism cannot avoid if it is to emit positively reinforced activities, is the costs of these activities. High cost tends to depress the rate of an activity and by virtue of this decrease, makes more frequent the emission of some alternative activity. When making a reinforced response which is extremely costly, the organism would be led to escape from the environmental conditions eliciting that response. This escape in and of itself is an alternatively rewarded response. Apart from avoidance, the withdrawal of a positive reinforcer releases the emotional behaviour known as aggression, and the presentation of a positive reinforcer may release, besides the reinforced activity, some degree of positive emotional behaviour.

A school forms a type of a social setting, and if one applies Thibaut and Kelly's ideas, then students will be more attracted to schooling if they feel they are gaining more than losing. Both internal factors related to the personality and external factors in the environment will influence feelings that a student has that he is losing or gaining from a school situation. From the various happenings that go on within the school, for example classroom learning, a student will be more attracted to those situations where he feels positively reinforced than punished. The punishment can be physical or

psychological. A student who performs well in a subject is likely to feel rewarded and might feel more attracted to that subject. The opposite is likely to be true of the student who does not do well. The student who performs poorly in the subject might avoid participating much in it.

Drive:

Before an organism performs an action it must feel a drive to do so. In the Hullian or mediational system, drive is a force within an organism that activates behaviour in the direction of reinforcement, and hence reduction in the drive. Dollard & Miller (Frandsen 1961), hold a similar view in their theory. They describe drives as strong stimuli that impel action, explaining that any stimulus when increased in strength may result in a drive. According to them, there are two major kinds of drives: primary or innate drives and secondary drives. Although any stimulus may become strong enough to act as a drive, primary drives form the major basis for motivation. Secondary drives are those originating from inhibited primary drives. These are socially learnt and do not directly result from biological needs but nevertheless impel the organism to act in a way to reduce the strength of the drive.

When students are in school, there are various goals they are expected to reach or fulfil. In relation to Dollard and Miller views, the immediate drives behind most of these goals are secondary. One of these goals for example is to learn successfully - a secondary goal. The drive behind this goal could be anxiety to get a job and money after one

leaves school - a secondary reinforcement. This money will enable one to get food - a primary reinforcement related to a primary drive hunger. In school situations, students have got different levels of drive strength in relation to different goals. Students' responses are very much related to drive strength.

Response:

An organism under a strong stimuli or drive is likely to respond in some way. Hull (Cofer 1965), postulated that an organism's tendency to react to a stimulus is a function of the multiplicative relationship between strength of habit and strength of reinforcement. Habit or associative strength increases through the continued pairing of stimulus with a reinforced response. According to Skinnerians, the probability that a response will occur is in relation to the number of times it has occurred in the past under conditions of reinforcement.

For Hull, the way a student reacts in relation to his goals can be explained by a student's behaviour of the past and reinforcement. Skinner would agree with this, for as far as he is concerned positive responses go with positive reinforcement, while negative responses go with negative reinforcement. It would seem therefore that in school poor marks or performance are a negative reinforcement, while good marks or good performance are a positive reinforcement. Poor class performers are therefore likely to have more negative learning responses, while good class performers are likely to have more positive learning responses.

Generalization:

Sometimes the way an organism responds, in a specific situation is generalized to other situations. Generalization is a principle which is held to have been developed by people like Pavlov, Keller, Hilgard and Hull, (Child 1973). It is a process whereby a novel stimulus evokes a response which had been previously linked to a separate but similar stimulus. This principle has been demonstrated by many studies of Watson & Rayner (1920), Hovland (1937), Guttman & Kalish (1956).

Brown, Bilodeau and Barron, (Deese & Hulse 1967) see generalization as an empirical phenomenon that is manifested by a transfer-of-training situation. Hull, (Cofer 1965) saw generalization as an organic process in which the learning of a given response takes place in a "zone" of stimuli. The stimuli closest to the stimuli to which the response was conditioned have the strongest tendency to also evoke the conditioned responses. Sometimes the stimulus zone is referred to as a gradient of generalization which is based on the similarities in the cue properties of the stimuli. The less similar the cue pattern, the less generalization. The Skinnerian view of stimulus generalization is much like that of the Hullians. Schoenfeld (Deese & Hulse 1967), defined generalization as an increase or decrease in the strength of one reflex through reinforcement increase or decrease in the strength of a prior reflex. This change is accompanied by a similar but smaller increase or decrease in the strength of other reflexes that have stimulus properties in common with

the first. Generalization is seen as an adaptive process in which behaviour is economized and organised.

In school also, students will tend to generalize their attitudes, for there are a number of related factors. For example liking of the subject and performance in that subject. If for example a student does not perform very well in a subject, i.e. feels more punished than rewarded, he is likely to lower his level of liking for the subject, because he does not like the way he performs in it. The presentation of the subject reminds the student of his poor performance. These negative feelings may also generalize to the teacher of the subject, for when he walks in the class and starts teaching he stimulates feelings in relation to the subject. If the subject is disliked, the teacher might be seen as not knowing how to teach well. If the subject is liked the teacher might be seen as one who knows how to teach. Feelings of like or dislike can also be stimulated from the subject teacher to the subject.

Discrimination:

In the process of generalization, discrimination also takes place. Just as organisms learn to economize by generalized behaviour, they also learn to respond specifically to separate stimuli. According to Miller and Dollard (Frandsen 1961), discrimination takes place when a previously generalized response is rewarded in the presence of one cue (stimulus) and not rewarded in the presence of a second cue (previously generalized). In this case the formerly generalized

response will become specific to the cue situation that leads to reward and will leave out the cue that does not.

The general reinforcement theory can be applied to performance in school and attitudes to teachers and subjects. In school, good grades are associated with success in academic performance; similarly, poor grades are associated with unsuccessful performance in academic subjects. Students who do well academically feel rewarded and those who do not do well feel unrewarded. One would therefore expect that students who typically do well feel more positively not only towards performance but also through the influence of stimulus generalization towards their subjects and subject teachers, as compared to those students who typically do not do well.

In relation to the reinforcement theory, it is thus not out of reason to hypothesize a positive correlation between liking for subject and performance in that subject and also between subject and subject teacher. According to reinforcement theorists, positive attitudes and successes are related while negative attitudes and failures are related. What is perceived as rewarding is more engaged into while that which is unrewarding is avoided. A student who does well in class will feel rewarded with his success and is likely to develop positive attitudes towards the subject. It can be assumed that such a student will be positive in factors like for example drive. He will have a strong drive to do well, and is likely to aim at a higher standard of performance. He will respond positively to things like home work in that subject

and might also like the teacher who is his source of rewards. The poor performing student who feels unrewarded is likely to be the opposite in relation to the good performing student. His drive to do well is likely to be weaker, and he is likely to aim at a lower level of success. He is likely to respond negatively to learning factors like homework, and his feelings towards the teacher, his source of unrewarding experiences are likely to be negative.

(b) The Motivational Theory

The second position which sees a student's attitudes as contributing to performance derives from the theory of motivation. This theory was pioneered by Maslow around 1955 and expanded by people like White, Deese and Carpenter, Theios, Bush, Goodrick, Tegntsoonia and Eisman and Hutton, (MacKeachie-Doyle 1970). A motive is a need to reach a certain goal, and it is partly because of this that modern theorists class motives in the same group as drives discussed in the reinforcement tasks.

Motivation and reinforcement are thus related, for a person is likely to have a higher motivation in relation to experiences where he is reinforced positively than in those where he is not. Punishment is likely to lower motivation towards an activity, with the result that the organism will tend to avoid the situation and instead engage in more rewarding activities.

The motivation theory can also be related to school performance. In order for a student to succeed in class, he must continually try to succeed in class, and this in a way implies that he must want to try. A student might want to succeed in school for various reasons. For example, his motive might be to please the teachers. It could also be that the student likes the subject and works hard in it. A third possibility is that the student might have a high motivation to succeed in school. A student who feels negatively about these factors related to motivation might not do as well as the student who is positive about them. For example, it has been found that middle class children try to fit in the school system better than lower class children, Hargreaves (1972). This is largely because of the attitudes of the two social classes towards the value of education. For the middle class, education is stressed during childhood and can also clearly be seen to lead to adult success. The lower class value education less since it hardly seems to improve their economic or social status. These attitudes are instilled into the children with the result that middle class students, generally speaking, make more effort and do better academically than students from the lower class. Since they make more effort than the lower class children they tend to be more rewarded and therefore feel more positively about school.

(c) The Cognitive Theory

Motives seem closely related to attitudes. Cognitive theorists would also lend support to this idea. The cognitive theory emphasizes central process, for example,

attitudes, ideas, expectations in the explanation of behaviour. Neisser (1967) stated that the term refers to the process by which any sensory input is transformed, reduced, elaborated, stored, recovered and used. A cognitive structure is defined by Zajonc, (Brown 1965) as an organised subset of the attributes an individual uses to identify and discriminate a particular object or event. Scott (McKeachie-Doyle 1970) used the term cognitive structure to mean those structures whose elements consist of ideas consciously held by the person or as the set of ideas maintained by a person and relatively available to conscious awareness. The content of experience is believed to be organised into more complex structural assemblies, and it is these structures that give meaning to specific elements like particular beliefs, knowledges, values and expectations. These cognitive structures play a significant role in learning, perception and similar psychological processes.

Cognitive consistency theories are based upon a general proposition that inconsistent cognitions arouse unpleasant psychological states which lead to behaviour designed to achieve consistency which is psychologically pleasant. The inconsistent relation among cognitions is referred to variously in (Cartwright and Zander 1968) as cognitive imbalance by Heider, asymmetry by Newcomb, incongruence by Osgood and Tannerbaum and dissonance by Festinger. Similarly these inconsistency relations arouse either tension, strain toward symmetry, pressure toward congruity or psychological dissonance respectively.

The amount of strain towards consistency is said to vary with a number of factors. According to Newcomb (Jahoda 1970) the following factors are likely to influence strain to consistency. They are the degree of perceived attitude discrepancy, between A and B; the degree of attraction, importance and commitment, and also the degree of relevance. In addition Newcomb suggests seven ways in which an individual can reduce strain. An individual might do this by reducing the strength of attraction to the object, its perceived relevance, or relevance to the situation. Its importance or its perceived importance to the situation. A person might change his attitude, or change the attitude of those concerned. All these changes in cognition help the individual in various ways. It could be to adapt to the environment, to simplify his experiences so that he understands his environment more easily, for self-realization purposes and sometimes for ego-defence purposes so that he views his environment in a more self-satisfying manner.

Theories of cognitive consistency are relevant to the schooling situation. If for example a student has positive attitudes towards a subject, he is likely to be doing well in it. If on the other hand he is not performing well in it, then in relation to the cognitive theories, he is likely to feel some cognitive imbalance. Cognitive imbalance will result in tension which is uncomfortable psychologically and which will put pressure on the student to seek for its reduction. It is likely that such a student will reduce such a tension by reducing his level of liking the subject. Once such a reduction has taken place, it is likely to affect the

students' performance in that subject for the worse and reinforce further negative feelings. Under the principle of stimulus generalization these attitudes are likely to be generalized to the subject teacher and other learning situations. Hence the expectation that positive attitudes to subject go with positive attitudes towards performance and liking of subject teacher and vice versa.

(d) The Interactive View

Another position supporting the influence of attitudes on performance is the interactive view. According to this view performance and attitudes interact and reinforce each other. For example, if a student does well, he is likely to develop positive attitudes towards performance in his subject and subject teacher. These positive attitudes will further enhance his performance and this will strengthen positive feelings. The same interaction can operate also in relation to poor performance. If a student does poorly he is likely to develop negative feelings which will have a negative influence on his performance. Poor performance will strengthen negative attitudes which will influence poor performance.

In conclusion the justification of the hypotheses rests mainly on their relationship with theories such as the three mentioned. They are the reinforcement theories, the motivation theories and the cognitive theories. All these theories agree that success inspires positive attitudes while failure is likely to result in negative attitudes. The combined explanations from the three theories help to give a

clear picture of why this is so. The reinforcement theories state that success to reach a goal results in positive attitudes because success is a reward, and failure results in negative attitudes because it is a punishment. The motivational theorists explain that failure has discouraging effects which are usually followed by negative feelings and actions whereas the opposite is true of success. The cognitive theorists explain that a person usually sets his attitudes in line with his actions and his actions in line with his attitudes so that he does not feel cognitive imbalance which is uncomfortable. Hence if a student does poorly in a subject he will tend to decrease his level of liking for that subject. Once attitudes have been formed they are likely to be generalized to other learning related factors under the principle of stimulus generalization.

CHAPTER TWORELATED LITERATURE REVIEW

Attitudes are considered as of importance not only in relation to schooling but in general life. Their importance stems from the fact that it is believed they play an important part in influencing actions taken by people. For this reason there has been interest among psychologists to explore more in relation to what attitudes are and what part they play in people's lives. Their study began about early twentieth century and is still continuing today.

(I) THEORETICAL DEFINITION AND MAIN ELEMENT

There has been no single definition of an attitude accepted by all psychologists. Instead there have been variations. This is so because the term attitude can be related to almost any action a person takes. It is therefore a term with a wide range of meanings. Despite differences in detailed terminology of an attitude's definition most psychologists would agree with the important nature of an attitude - that it is a mental state predisposing one to action. The term attitude connotes more of a psychological rather than the immediately physical orientation. When we refer to someone's attitude towards something, we actually are forming a complex abstraction based on a number of observations.

The following are typical definitions of an attitude that have emerged.

"An attitude is a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related," Allport, (Kiesler, Collins, Miller, 1969 p. 2).

"An attitude is a specific mental disposition toward an incoming (or arising) experience whereby that experience is modified; or a condition of readiness for a certain type of activity," Warren dictionary of Psychology (Fishbein 1967, p. 2).

"An attitude is a mental disposition of the human individual to act for or against a definite object," Droba, (Jehoda 1970 p. 20).

"An attitude is a mental or neural state of readiness organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related," (Fishbein 1967 p. 8).

An attitude is complex and thus its definitions vary. These definitions serve to remind us that the ultimate reference of attitude is behaviour. An attitude is generally believed to be a mental disposition of a person to act for or against an object. It is not a basic element within the personality but it is a result of interrelated elements which are sometimes described as beliefs. Each belief in an attitude has three components, cognitive, affective and

behavioural components. Values and opinions are also believed to be underlying elements of attitudes.

Most theorists agree that an attitude is not a basic irreducible element within the personality, but is the result of two or more interrelated elements. Some theorists see these underlying elements as beliefs. According to Rokeach (1970) a belief is any simple proposition conscious or unconscious inferred from what a person says or does, capable of being preceded by the phrase "I believe that..." A belief can be descriptive, evaluative or perspective. Regardless of whether the content of a belief consists of either of the above, all beliefs are predispositions to action, and an attitude is thus a set of interrelated predispositions to action organized around the object situation.

Within an attitude, Triandis (1971), each belief is conceived of as having three components. One is a cognitive component because it represents a person's knowledge, which he holds with varying degrees of certitude, about what is true or false, good or bad, desirable or undesirable. The second is affective component, for under suitable conditions the belief is capable of arousing affect of varying intensity centering around the object of belief, around other objects, taking a positive or negative position with respect to the object or belief. The third component of a belief is a behavioural component, for the belief being a response predisposition of various degrees must lead to some action when it is suitably activated.

Other underlying elements of attitudes are values and opinions. Campbell, Jones and Gerald, (Jehoda 1970) among others, see a value as being synonymous with attitude, because the attitude object has valence and cathexis. For them a person has as many values as there are valenced or cathected attitude objects. However, others like Rokeach (1970) see a value as a predisposition of a person but more basic than an attitude, often underlying it. According to this view, a value is centrally located within ones total belief system, concerning how one should or should not behave or some end state things which are worthy or worthless to attain. Like beliefs values may be consciously or unconsciously conceived and must be inferred from what a person says or does. An opinion as explained by Rokeach is a verbal expression of some belief, attitude or value, which underlying belief, attitude or value is reflected by the opinion in a matter of reference.

We have seen that behaviour is the important source of inferring attitudes. It is therefore important to examine the relationship between attitudes and behaviour. A person's social behaviour is always activated by the object and the other activated by the situation. If one focuses only on the attitude toward the object one is bound to observe some inconsistency between attitude and behaviour. This kind of inconsistency has been illustrated by studies of La Piere and Kutner et al, (Jehoda 1970). It was stated by Chein, (Jehoda 1970), that people may act contrary to their attitudes. However Rokeach (1970) argued that a person

cannot act in contradiction to his attitudes. He explains that if it seems that a person has acted contrary to his attitudes, it must mean that he acted in accordance with a second or third or other attitudes. Where there is a negative correlation between a given attitude and behaviour there is always the possibility that some other attitude that has not been measured may be congruent with the behaviour. Festinger (Cartwright & Zander 1968) argues that a person may be forced to act contrary to his attitudes, and when this happens he usually brings his attitudes in line with his actions. Most of the problems of conceptualizing attitudes arise from the fact that rather different kinds of abstractions can be made from similar observational data.

While there could be a hereditary basis for attitudes Allport, (Hall 1970); all writers agree that attitudes are learned through the principles of learning that include various forms of conditioning and reinforcement patterns. Attitudes are usually learnt and maintained in relation to the functions they serve. According to Katz, (McKeachie-Doyle 1970) the first function is for instrumental and adjustive necessities, that is helping the individual by organising and simplifying a very complex input from the environment. The second function is ego defense. This helps the individual to protect his self-esteem by making it possible for him to avoid unpleasant truths about himself. Third is the knowledge function. Through this the individual is helped to adjust to a complex world by making it clearer as to how one should react so as to maximise rewards from his environment.

Lastly they serve the value expressive function. This allows the individual to express his fundamental values.

An attitude is thus, so to say, a frame of reference, which provides basis for induction and deduction. It could be selective and biased, support status quo, arouse affect when challenged or resist change in face of new evidence. Some psychologists, Rokeach (1970) have reduced the phenomena of perception, judgement, memory, learning and thought largely to the operation of attitudes. If there were no guiding attitudes the individual would be confused. Some kind of preparation is necessary before one can make a satisfactory observation or judgement or response. For each individual attitudes determine what he will hear, see, think or do. An attitude represents the residue of a person's previous experience, with which he approaches the following situations. It is that aspect together with the contemporary influences in a situation which determine his behaviour. Attitudes are enduring in a sense that residues are carried over to new situations, but they change in so far as new residues are acquired through experience in new situations.

(II) ATTITUDES AND SCHOOLING

Some educationists interested in the improvement of education have realized the importance of attitudes in relation to schooling and have geared their researches on various aspects related to this field. For example, researches have been done and literature written on how attitudes to performance, subjects and teachers can be

related.

Following is the literature related to the factors mentioned above. The first section deals mainly with how attitudes to performance, teachers and subjects can be related. The second section deals mainly with how a teacher can influence students attitudes towards subjects and performance.

(a) Relationship in attitudes to performance, subjects, and teachers.

Most studies done in this area of attitudes have shown that attitudes to schooling are complex and can be correlated with various factors, among them school performance, subjects and teachers.

In a study of the relationships between attitudes towards school subjects and school performance, Daniel, Neale, Gill and Tismer (1970) found correlations in attitudes toward teachers, subjects and performance. Another study carried out showed low achievers to be less conforming and to have less persistence as compared to achievers. In this study the low achievers described themselves as having stronger heterosexual interests, weaker achievement motivation, less persistence and less satisfactory family relations than did higher achievers. Similarly were the results of Finger and Silverman (1966) showed that higher performers had better attitudes than low performers. Teigland, Winkler Munger and Kranzler (1966) found that achievers differed

from non-achievers in areas of peer relationship and measured personality variables. The achievers scored higher or better adjustment, self reliance and freedom from withdrawing tendencies. They also served better on family relations, social standards and school relations.

Most poor achievers have got a poor self concept in relation to schooling. Many psychologists place the self concept in a central position in their personality theories. Snygg and Combs, Rogers, Lewin, Goldstein and Maslow, (Cartwright & Zander 1968) despite the differences in their theories, are substantially in agreement on the priority with which they give this concept. Self theorists believe that the view that the individual has of himself indicate what he believes that his qualities are - shortcomings and competence, both as general and specific is a critical determinant of his behaviour. Snygg and Combs in their "phenomenal field" and Lewin's 'Life space' notions imply that it is the world as perceived and understood which is important in accounting for behaviour characteristics.

Rogers (Naylor 1972) has given the following example. If a student's self-concept includes characteristics such as "I am a poor student", and then happens to get a high mark; the factor of receiving a high mark can easily be distorted. For example, the student might reason that the awarder of marks is a fool and that is why he gave him a high mark. If in real this student deserved this mark, it is implied that he has misperceived himself. Symonds, (Flemming 1968) drawing upon psychoanalytic concepts,

said to a degree the success of ego functioning is determined by the degree of adequacy of the self. He says the ego functions best when self is valued. Whereas self depreciation is usually accompanied by poorer effectiveness of ego functioning. Flemming (1968) has also stressed the importance of self concepts in relation to learning situations. He says that in accordance with self pictures people have formed of themselves, they come to think of themselves as stupid or competent, responsible or otherwise. Their behaviour tends to fall in line with their thinking. Rogers (Naylor 1972) regards a psychologically well adjusted self as a necessary condition for development of competence in the educational sphere.

Recently a review of the relation between self concept and school attainment, Purkey (Naylor 1972) has explained that there is a direct and positive relation between a favourable self concept and performance. A successful student sees himself basically in positive ways. A study by Everett (1971) attempted a qualitative characterization of the self concepts of high, medium and low academic achievers. High achievers tended to regard themselves as non-conformists and also tended to accept authority. They saw clinical concepts such as anxiety, frustration and quality as being alien to their self concepts. They tended to view exams in the context of competition and ambition. They also saw themselves as being near the ideal student, and took part in achievement related endeavours such as private studying, which they saw as important to their future careers. In contrast the low achievers saw exams and authority in connection with anxiety

frustration and guilt. These concepts were also linked with skipping classes, all of which are part of the self concept.

Shaw, Edson and Bell (1963) studied the self concepts of poor achievers in high school and found that achievers exceeded poor achievers significantly on objectives of stable, realistic, optimism, enthusiastic, reliable, clear thinking. The poor achievers exceeded achievers on the objectives of immodest, recklessness, relaxed, mischievous, argumentative, and restlessness. When these differences are examined, they suggest that male achievers feel more positively than do the poor achievers. Shaw and Alves (1963) also reported that underachievers had more negative self concepts than students who were achieving. Roth and Mayersburg (1962) say that underachievers have got a devaluated view of themselves. The opinions of others seem to occupy a position of much more importance than their own. Thus there is interference of self autonomy which leads to the retardation of the other self functions and establishes a weak picture of self. Roth and Mayersburg found that these students had such expressed attitudes towards self, (Mayersburg 1962).

"I am a poor student," (p. 539)

"I have no interest" (p. 539)

"I have no special abilities," (p. 539)

"I am not as good as other people," (539)

Watson (1960) after a study of emotional problems of failing children, found that these children were more unsure of themselves and more depressed. They were also passive avoiding any form of competition because of fear of failure and therefore usually very dependent. Some students from this group were also very rebellious. They found it hard to suppose that an adult can be friendly, instead they see them as having hostile or innate pervasive reasons for the requests they make.

Values which are related to attitudes have also been found to correlate with performance. Rezler (1960) studied underachievement as related to a function of values. The group studied was divided into low and high achievers. There was also the moderate group. It was found that the low achievers were mainly interested in education for social prestige, and high income and wanted to get the qualification with less strenuous work. They did not value intellectual activities for their own sake. To them having a good time while young was seen as very important.

The high achieving group differed markedly from the low achieving group. The high achieving group felt that education was of value for its own sake apart from economic gains. This group thus believed that through hard work a person's self-expression, independence and achievement both in terms of money were improved and also in having an independent personality. Thus although having education for the sake of high pay and comfortable living are important to these students they are not as primary as in the low

achieving group.

In summary attitudes to schooling are complex. They can be correlated with a variety of factors. Some comparisons in attitudes have been made in relation to levels of performance. The results have shown that poor achievers are less positive than high achievers in such areas as motivation interest and persistence in learning, Finger and Silverman (1966). They also show differences in adjustment, self reliance, interpersonal relations, social standards and social relations.

(b) The Teacher's Influence on Student's Attitudes

Innate and environmental factors underlie students attitudes to and performance in various subjects; included among the environmental factors are the teachers. Teachers play an important role in relation to students learning and performance since these are affected by attitudes towards the subjects and teachers which are largely cultivated in students by subject teachers. Research supports this as studies for example by Woal (1961) showed that students' improved relations with teachers reduced failure in their subjects. This implies that there was also change in attitudes towards subjects which resulted in better work. Among others with similar results are Dolan 1961, and Gilbreath (1966).

It can generally be accepted that students have got intrinsic motivation to learn, Ausubel, in (Gagne' 1970). This implies that when students become uninterested in learning it is probably because of some experiences which they have undergone. In relation to this it is interesting to note some of the quotations made by students about subjects and their teachers. On the bad teacher student had this to say, (Dale 1969):

"French teacher - vicious and scathing. First experience of French put me off for life..." (p. 151).

"The structures and sometimes hostility to the class as a whole deadened any interest we may have had for the subject," (p. 151).

"Scripture teacher - turned me against religion for years," (p. 142).

"The games teacher definitely made me hate games....," (p. 151).

"After being told I was stupid when unable to do homework, I decided to let them believe it, and didn't bother later either," (p. 151).

"Intimidated me, shock of my confidence in speaking out in class or any oral work," (p. 149).

On the good teacher students had this to say (Dale 1969):

"Excellent English Teacher...instilled love for subject," (p. 119).

"My main subject master was excellent and conveyed to me his spirit and personality," (p. 119).

"He gave me constant encouragement and confidence to overcome my dread of mathematics," (p. 133).

"Being a slow learner to think that a member of staff had sufficient patience to bother was very encouraging," (p. 133).

"This woman encouraged me when distressed on two occasions and constantly showed great interest in my development. I adored her personality through school life," (p. 134).

"I saw in this teacher qualities I admire in a man. He was honest, friendly and had a good sense of humour," (p. 132).

"The geography teacher had high ideals which he succeeded in imparting to his pupils," (p. 122).

"He was an English teacher. Very sensitive and able to bring out my abilities in what is my favourite subject," (p. 133).

Teacher-Pupil Relationship

The teacher pupil interaction takes place mainly in a classroom which has a social setting. One of the important factors to realize in the relationship between teachers and pupils is the power differential. The teacher has much more power than the student. His power results from his being an adult, from his legal authority as a teacher, and the fact that he is supposed to be an expert on the subject.

The result of this power differential is the great inequality of the two parties involved in defining the situation. The teacher is in a more advantageous position than the students. Since he is the one to initiate things, he can enforce his will on the pupils. Viewed from the terms of exchange theory, he is in a better position to ensure that

he profits from the interaction (more rewards than costs) while the students might have no choice but accept a situation of net loss (costs exceed rewards). This means that the teacher is in a position to exploit his pupils if he wishes to - depending on his ethics.

It can therefore be seen that the pupils' behaviour is significantly dependent on the teachers behaviour. This means that the students classroom behaviour is a product and a response to the teacher's behaviour and teaching style. It is true the students' behaviour is also influenced by other factors apart from the teachers' behaviour, and that the teacher sometimes has to adapt his behaviour to suit his students'. In the class, however, it is likely that the students adapt to the teacher more than the teacher to the students.

The fact of students behaviour being more contingent on the teachers behaviour than teachers behaviour is contingent on the pupils was illustrated by the study done by Lewin, Lippitt and White, (Cartwright and Zander 1968). Groups of boys were supervised by adults using three different styles of leadership: authoritarian, democratic, and laissez-faire. The authoritarian leader determined policy, dictated assignments, was arbitrary and personal in his criticism. The democratic leader encouraged and assisted club members but left policy to group discussion and was objective in his criticism. The laissez-faire leader left the group alone.

Under the democratic leadership the groups were at their best. The boys were cooperative, friendly, they showed initiative and were creative. Their work production was constantly high. Under the authoritarian leader, the boys had unexpressed hostility towards the leader, were hostile to each other, were uncooperative, lacked initiative and creativity. Their work production was only high when the leader was around. In the laissez-faire environment lack of interest and guidance by the leader resulted in the boys doing very little work for they were not sure of the goal and this resulted in hostility towards the leader.

Anderson and Brewer, (Hargreaves 1972) suggest two basic types of teachers. The first is the authoritarian teacher who works against the pupils. He believes he is the one who knows best, gives orders, at the same time imposes his decisions for the pupils to obey and conform. He dislikes discussions, threatens and blames. On the other hand the integrative teacher works for the good of the student. He encourages the pupils ideas and initiative, requests rather than orders, consults the pupils and invites their cooperation. Under the authoritarian teacher, pupils show characteristics like those of the boys under authoritarian leadership in the Lewin study. Under the integrative teacher the students show characteristics of the boys under democratic leadership in Lewin study.

Thus the teacher is the most important creator of the classroom climate. How pupils respond is

largely determined by the teachers behaviour. Classroom climate refers to generalized attitudes toward the teacher and class, and it becomes quite stable. Climate can be teacher centred - direct dominative and autocratic. Or it can be the 'learner centred' - indirect, progressive, integrative and democratic.

The two basic sub-roles of a teacher are as an instructor and a disciplinarian. Involved in disciplining is organising the pupils and maintaining rules. The instructor role involves getting the pupils to learn to show evidence of that learning. How these roles are carried out depends on the uniqueness of the teacher involved - his background, attitudes needs, personality and the situational factors, for example, the nature of the students he is dealing with.

In the process of interaction the relationship between the teacher and his students can be concord, discord or pseudo-concord. In the concord relationship, the teacher and his pupils are both satisfied because the students accept the teacher's definition of the situation. In the discord the students reject the teacher's definition of the situation. The teacher is threatened and tries to force his definition of the situation on the students, with the result that both parties are dissatisfied. The usual situation is the pseudo-concord in which one or both parties give in to an extent for the sake of compromise. On individual basis also, students experience these types of relationships with their teachers.

A student can hardly escape dissatisfaction, completely. This is due to factors which are hard to control, for example to adjust the curriculum, to individual interests. However, many of the pupils dissatisfactions are the direct result of the teachers behaviour, after he fails to instruct or discipline students appropriately. The dissatisfactions experienced in the classroom usually fall more heavily on the students than the teacher who has greater power to change the situation to suit himself. He initiates and defines the situation and thus can change it when it is too costly to him. Naturally a student also seeks to maximize his rewards and minimize his cost.

In relation to exchange theory, the principle task and the method by which a student can maximize his reward or minimize his costs is by pleasing the teacher. Rewards and punishments from the teacher form the pupils principle of reward and costs. This fact has been noted by writers like Henry (1955), who talks of the principle of docility or giving the teacher what he wants.

The strategies of pleasing the teacher are the result of two aspects of the teachers role - as an evaluator and motivator. In his (instrumental role), the teacher evaluates students learning and must evaluate students behaviour (disciplinarian role). He must motivate a student to work hard (instrumental role) and to behave well (disciplinary role). The principle way the teacher motivates and evaluates his pupils is by approval, Hargreaves (1972). The teacher reveals to his pupils to what degree they are living

up to his expectation. The teacher evaluates his pupils according to how they conform to his expectations as an instructor and disciplinarian. In his instructional role, the teacher judges the pupil to the degree of which the pupil pays attention, works hard and shows enthusiasm and interest in class activities. The other dimension is discipline. The student is judged to the extent that he accepts teachers authority.

The basic problem with approval is that it is personal. It is difficult for the teacher to approve or disapprove a pupils efforts of achievement without judging the pupil as a person, Hargreaves (1972). Telling a pupil that his work is good or bad also may imply that, the student is a good or a bad person. Approval spills over from the directed activity to the pupil as a person. Furthermore approval is from childhood associated with favourable feelings of liking and love. It is therefore difficult for a teacher to give a pure feedback with reference to learning only. The higher the mark the more a student may feel valued by his teacher.

William and Knecht (1962) have shown that pupils who are most liked by teachers also tend to be those performing well in class. Lambert (1963) demonstrated that students whom teachers see as successful are also seen as able, alert, friendly, enthusiastic and cheerful. Ausubel, Schiff and Seleny (1954) demonstrated that students whom the teachers saw as more adjusted, were also seen as being more persistent, competitive and having a good academic record.

It appears that some teachers fall for the halo effect in perceiving and evaluating students. Those who fall in line with the teacher's expectations are usually seen as being also good along other dimensions. One should, however, keep in mind the possibility that the students seen as good by teachers could in real be good. The halo effect can also work in reverse so that good students are seen as brighter. Pickles (Hargreaves 1972) showed that teachers like those students whom they think like them, as these correlations show (0.66, 0.53) though to a greater extent than students actually like them (0.56, 0.13). Teachers also like students who fall in line with their role (0.89, 0.69) and they believe those students reciprocate the liking (0.72, 0.62) to a greater extent than such pupils like the teacher (0.50, 0.26).

Everybody tends to give preferential treatment to those he likes, although this might be unconscious. Thus in the Lumley study, Hargreaves (1967) teachers favoured pupils of higher streamers for they conformed to teachers' expectations, as compared to low streamers who did not. Toggod, Hargreaves (1967) found that teachers gave responsibility to pupils whom they also perceived as likeable, cooperative, better behaved and attained high. Teachers attitudes on a student seem to have a self fulfilling prophecy.

Halworth (1961, 1962) found that teachers in general use the following description for students they like - good lad, sound, promising, nice, making progress, hard worker, bright, neat quite polite, leader, friendly, popular.

For those they do not like - nuisance, pain in the neck, fool, trouble maker, idle, thickhead, untidy, chatterbox, cheery, ringleader, bully, unfriendly.

Some students become addicted to teachers approval and yet it is also true that this orientation can inhibit learning and consequently performance. Hargreaves (1972) has said that this teacher's influences usually leads to apparent rather than significant learning. However, since it is impossible to eliminate teachers influence completely it should be minimized by minimizing his role as an evaluator and motivator.

According to Rogers (1961) significant learning in educational setting is most effectively achieved where threat to self or learner is at a minimum. So that in the learning situation the teacher has to show unconditional positive regard for the student. He must create conditions which are characterized by acceptance not approval. Acceptance is given, but approval is conditioned, and therefore threatens as it has to be earned.

Students in general used the following descriptions in reference to the teachers they like. These teachers were described as fair, having no favourites among students. They do not give extreme punishments to the students. They teach well and make the lessons interesting. From the personality point of view these teachers have got likeable traits, including, for example cheerfulness, friendliness, patience and capable of understanding others. For

the teachers the students dislike they used descriptions opposite to those of teachers they like. They were seen as too strict or lax on students, users of harsh and arbitrary punishments including sarcasm, ridicule and nagging. Their lessons are usually boring. Each of the listed concepts had a different weight of importance. Taylor (1962) found that the instrumental area was seen by students as of most importance. They approved of teachers whose pleasant disposition facilitates learning.

It has thus been seen that a teacher's influence if used properly can aid students in self-realization and progress. Such are the teachers who are democratic in outlook. These teachers have got an empathetic attitude towards their students and attempt to give them adequate help for academic progress. In so doing these teachers widen the possibilities of academic progress for the students as the following remarks reveal from (Dale 1969):

"My history teacher was very encouraging with the result that I did well in his subject," (p. 121).

"She gave me confidence in my own ability, largely by taking great interest in my work....," (p. 133).

"He was not only my geography teacher, but my scout teacher too, his enthusiasm for the subject rubbed off on me," (p. 151).

"She made me aim higher than I thought I had been capable of doing in my re-educational school, and encouraged rather than dictated," (p. 134).

"During my first year I was extremely unhappy and considered leaving school. She spoke to me and persuaded me to stay. I cannot say the amount of gratitude that I owe her and happiness too," (p. 133).

On the other hand are the teachers who use their influence badly. Such teachers are autocratic in outlook, instead of trying to understand and empathize with students, they threaten and suppress, and give students inadequate help academic and other otherwise. They tighten the door for progress to students as the following remarks reveal, (Dale 1969):

"The maths teacher put me off maths once and for all, the fear of having her terrified me and this feeling was transferred to the subject," (p. 151).

"This teacher had a frightening temper and I have missed the chance of basic knowledge of maths. Also now I hate the subject, which all my family are brilliant in, and I feel I should have been," (p. 150).

"Inferiority complex developed from lack of encouragement and crushing remarks," (p. 141).

"One teacher filled me with hatred for him because of his clumsy injustice and unreasonableness," (p. 139).

"The master who taught me science had such an entogism towards those who could not understand the work that I still had a dislike (almost fear) of things scientific," (p. 146).

"A sarcastic teacher whom I dreaded and consequently gave me a dislike of physics," (p. 142).

III. KENYAN STUDIES

(a) Local Studies on Attitudes to Schooling

To date, there has been only one Kenyan study which examines attitudes and school performance. This is the study by Dr. M. Mwaniki (1973) dealing with the relationship between academic achievement and self-concept upon primary school pupils. Dr. Mwaniki herself indicates the need for additional research on attitudes and aspects of schooling, noting that the Kenyan government is trying to improve education but is concentrating on its technological side and emphasising too little on the achievement of better understanding between students and teachers.

Dr. Mwaniki's study discovered a positive correlation between all self-concept measured except student's view of their athletic ability and academic performance. Dr. Mwaniki's list of self-concepts measured included the following:- learning things quickly, doing well in subjects, remembering what is learnt, answering questions, enjoying oneself in school, getting good marks, being proud of school work, working hard at school, helping others, obeying parents and teachers and having plenty of friends. Athletic factors included being good at play and other outdoor activities like football. Her finding that attitudes towards oneself correlate with academic performance lends support to the hypothesis that attitudes toward other factors in the school stream will also be found to relate to academic performance. Her study also showed that students in urban

schools performed better than students in rural areas, a finding that was explained by the superior teacher qualifications and facilities of urban schools and by the fact that students have better working conditions in the school and probably also at home. We can add to Dr. Mwaniki's interpretation the suggestion that students in urban areas are exposed to influences which increase their motivation for school achievement which equip them for school achievement. Students in urban areas would be more likely to be exposed to the need for and rewards from a good education, thus increasing their motivation. Students from urban areas also would be exposed to experiences which tend better to prepare them for academic work, both by affording a wider experience and also by giving them attitudes which help promote academic success. This idea is borne out by Dr. Mwaniki's finding that rural girls' academic performance was poorer than that of rural boys. Dr. Mwaniki suggests that this is because rural girls are the ones who spend more time after school helping at home. We also might suggest that they are more influenced by their traditional upbringing, in which they are expected to be subservient, even to boys. They may therefore be reluctant to take initiative in academic matters, especially if they are learning with boys. We might assume that girls in urban areas, brought up in a less traditional environment, have greater encouragement to bring out their abilities. The performance of urban girls was better than of rural girls and closer to the performance of urban boys. In English their performance exceeded that of urban boys, although not in general performance.

Thus, Dr. Mwaniki's study, in showing that attitudes toward self do correlate with academic performance leads us to wish to explore whether or not attitudes toward other important components of the school situation, like teachers and subject matter, also seem to influence academic performance. Various of her results also lead us to suspect that there may be aspects of traditional upbringing which produce attitudes which may conflict with the desire to excell academically. If so, they interfere with either motivation or with reinforcement, since academic achievement would not be only a reward, but might produce anxiety.

This suggestion receives support from a study conducted by Hamilton (1972), who found that male students in secondary school and increasingly in university fear that they may not achieve success due to tribalism and influence. Women however fear success because it may lead to social rejection, and doubting one's femininity.

According to Hamilton's summary of studies done abroad in relation to this anxiety factor (Hamilton 1972 p. 1):

"It became clear that success is viewed by college women as fundamentally inconsistent with femininity even though institutional blocks to women's education and employment have long been removed. It also is clear that a psychological block to success exists in women such that excellence in academics become consciously or unconsciously equated with loss of femininity.

Hamilton attributed this fear largely to a result of influence of culture and upbringing. In Kenya men's fear of success came from fear of not being given opportunity to succeed after University, due to their recognition of tribalism and favouritism which is supposed to be part of the African culture. Thus they fear that even if they work hard and succeed, in university, their efforts would go unrewarded because they would be denied the influential positions commensurate with their level of education.

However, with women, Hamilton found a different situation. Their fear of success came from the fact that traditionally they were not supposed to be bread winners, that was their husbands' role. Since education is now the major way of earning a living, there is still the attitude that men should be the ones to struggle for education while women play their usual roles. Because of European influence, women are pursuing education, yet many feel anxious and may avoid trying for top level success, being content with trying for subsidiary roles, like nurses instead of doctors.

In examining whether there is a relationship between academic success and liking of subject and subject teachers, we are looking to see whether success seems to be completely rewarding, or whether it seems to arouse some negative feelings which become expressed in negative attitudes toward either the teacher or the subject.

(b) Teacher Student Relationship in Kenya

In Kenya today there has been no study done specifically dealing with teacher student relationships. However, references to this problem have been made from studies done by Hamilton (1972) who referred to the bias of teachers and Fox, (1967) who mentioned the physical punishments students were subjected to.

In Hamilton's study (1972) students were told to write an imaginary story about a successful student in class. Most students said that the student became successful through favouritism on the part of the teacher. This suggests that students do not see their teachers as impartial and consequently they do not trust them. Kenyan students have not only complained of impartiality in teachers but also of physical punishment. There have also been indications from students that they felt there was lack of dialogue and understanding between them and their teachers.

As discussed earlier in this chapter, in the west it has been found that a student's feelings towards the teacher are also related to how he performs. Students who feel positive towards the teachers seem to perform better academically than students who do not, and

vice versa. It is partly the aim of this study to find out if a similar relationship exists between teachers and students here in Kenya.

CHAPTER THREE

METHODOLOGY

(I) PILOT STUDY

Once it had been decided to carry out a research in the area of students attitudes in relation to their teachers, subjects and academic performance, it became clear that a pilot study must be done first. This was important because of two major reasons:

- a) To find out if the problem of my interest existed on a level to justify research in this area.
- b) To find out if the questionnaires chosen to be used in the study could be applicable to the Kenyan situation. The reason why applicability of the questionnaires could not be assumed was that they were standardized abroad in a culture different from that found in Kenya.

Pilot Study of Students

The Sample

Thirty six form II students of Highway Secondary School were used. The boys in this class had had a year at high school during which period their attitudes on various school factors would be clearer to them than of the first formers who had been there only for two terms. At the same time they were less busy than the senior classes in the school which were heading to final public exams. Choosing

one form meant that the age range was not too large to be too influential in distorting results. Since all students were males, the influences of differences in sex were controlled for.

Procedure

The headmaster was informed beforehand of the intention to give form II students in his school a questionnaire on attitudes. The dates and time of administering the questionnaires were also fixed with the headmaster.

All students in this form II class were given the questionnaire to answer. The students were instructed to remain silent as the questionnaires were distributed upside down. When all the students had got the questionnaire, the administrator instructed them to turn the questionnaires right side up and to proceed answering from the first questionnaire until all the questions were finished. The students were instructed to ask the administrator for explanations in case of difficulties.

Results

This part of the pilot study was not successful because:

1. Students failed to understand many phrases in the questionnaires, so that instead of continuing to answer the questionnaires, a lot of time was spent in

trying to explain to them the meanings of questionnaire phrases.

2. Due to the length of the questionnaires and the difficulty of understanding them, students became fatigued so that even after four hours of attempting to answer the questionnaires, students still seemed confused and had not finished answering (see Appendix A).

3. Because of these two factors, it was decided not to use overseas scales but to construct another questionnaire.

4. It was also decided that instead of a generalized approach in administering the questionnaires as previously used, a more specific approach be used to make the questionnaire answering more clear to the students.

The Second Questionnaire

The aim of the second questionnaire like the first was to find out if significant relationships existed between students attitudes to their teachers, subjects and academic performance (See Appendix B).

Procedure

During the administration of the second questionnaire more care was taken by the administrator. First the administrator went through the first section of the questionnaire related to the liking of the subject with the students. When the students understood what they were

supposed to do in the first section, the administrator instructed them to put in order questions 1, 2 and 3. However, after ordering one question the students were to wait until the administrator instructed them to go on to the next question.

After the students had finished the first section, the second section comprising of questions 4-8 related to the liking of the teachers was considered. The procedure of answering questions used in the first section of the questionnaire was also used in the second section. The administration of the questions took 40 minutes.

Four terms marks of these students were also collected from the teachers. The students were not made aware that this was to be done in case it influenced the way they responded in the questionnaire towards subjects and teachers.

Data Analysis

A rank and order correlation was used. In each of the seven subjects English, Chemistry, Maths, Physics, Biology, History and Geography four terms marks of the students were added. Then the overall positions of the students in each subject were worked out. After that, for each student the subjects were numbered from 1-7, one, representing a student's best subject, two, for his second

best three, for his third best and so on until seven was numbered for his worst subject. The smaller the position the better it was.

The next thing done was to get the average of attitudes of the first section of the questionnaire which dealt with the liking of the subject. After averaging the attitudes of each student in the three questions, in each subject, positions were given to all the subjects. One was given to the subject with the best attitudes, and ordering was continued until the position seven was given to the subject with the worst attitudes. The smaller the position the better the attitudes.

The second section of the questionnaire which dealt with the liking of the teachers was then dealt with. First the average attitudes of each student in the four questions were worked out in each of the subjects. Then each subject teacher was given a position from 1-7 in the order in which subject teachers were given attitudes by the student. The smaller the position the more positive the attitudes to the teacher.

The next step was to correlate attitudes related to the subject with those related to the teacher, then subject and performance and lastly teacher and performance. The attitudes were now represented by positions using a rank order correlation.

In an attempt to find out for example the correlation between the liking of the teacher and the subject, the following were done. The first thing was to find the difference between the positions of attitudes toward liking of the teacher. This difference, for each student, was squared and the total of squares for the whole class worked out. The total was then multiplied by six. The result of this was divided by the answer of the total number of students in the sample, multiplied by the number of the sample after squaring it and subtracting one. The same $\frac{1-6 \sum d^2}{n(n^2-1)}$ was used to find the other correlations, and a t test, $t = \frac{p}{\sqrt{\frac{n-2}{1-p^2}}}$

was used to test for significance.

Results

Results showed that high correlations existed between liking for subject and performance in that subject. There was also a high correlation between liking for subject teacher and performance in his subject. It was decided in the final study to look more in depth in the reasons that could be influencing these correlations.

(II) THE FINAL STUDY ON STUDENTS

(a) Sample

Students from Lenana School were used.

This school was chosen because, for one thing it is a boarding school, and this was necessary for this study, for the reason that the home influence on the attitudes of students would be minimized. One class was chosen to minimize influence of age, same sex to minimize influence of sex and one school to minimize influence by environment.

Children are very much influenced by their home environment, (Cronbach 1963). This finding is not surprising since a child identifies with his parents in the process of development and this involves incorporating some of their attitudes into his personality, Munger, Mussen and Jerome (1969). Parents reinforce their children when they exhibit behaviour in line with what they as parents accept as right, whereas they are punished when they exhibit behaviour regarded by parents as wrong. To avoid the punishment a child soon learns how to please the parents and get rewarded, than to displease them and get punished. Through this process a child can acquire similar attitudes and mannerisms as the parents.

One can expect that when a child enters school acquired attitudes from parents will influence his behaviour. This influence is likely to be strongest when a child is still young and in elementary school. However, as a child grows he passes the period of identification with parents and starts identifying with age mates, and other heroes in society. This happens usually when the child enters the adolescence stage at

about 12 years. At this stage students usually enter high school and although their parents attitudes continue to influence them to some degree the outside influence now becomes also quite important. In relation to this one can expect that students in boarding school away from parents are not as influenced by parents as those in day schools who are near parents for more time; so that students in boarding school will be more influenced by the nature of the school they are in. Although attitudes are acquired they can also be changed, Rosenberg (1969). This study was specifically related to school, and thus a boarding school was preferred to a day school.

Another way in which home can influence students is related to the fact that each home has got different styles in relation to things like diet, cleanliness, discipline and recreation, Cronbach, 1963. It was therefore thought advisable to use a boarding school where such conditions are uniform for all students.

One school was chosen to avoid confounding influences that are likely to result from using many schools of various backgrounds. Each school has got its own atmosphere and influences students differently. Once a student is in a certain school, his attitudes are likely to be influenced by the atmosphere in that school. Studies with similar results to this point have been done by Newcomb, (Jehoda 1970).

The importance of controlling for sex is very much related to the question of culture. In most cultures girls are expected to behave differently or fulfil different sex roles, Mussen, Conger and Jerome (1969), and Mwaniki (1973). One of the results of this differential sex role has been that men have been expected to be the competitive ones in the academic field whereas women need not be so competitive. In the western cultures, this attitude is no longer so strong. In Kenya, however, the attitude has not changed much, as the study of Hamilton (1972) indicated. It was therefore thought advisable in relation to this study to take a single sexed school to minimize influences which might arise if a group of two sexes is used as different role expectations might influence feelings in relation to education.

Age was controlled for in relation to attitudes. This is important as the two are related, in that there are stages of development in which a child can acquire only a certain type of information, Flavell (1963) and this information is very important as it usually forms the cognitive component of an attitude, Triandis (1971). Even after a person has passed through various stages of mental development, his attitudes will still be related to his knowledge and experiences. For this reason one can expect that people who are closer in age, other things like environment being equal, should have similar attitudes than those whose ages are far apart. It was therefore thought advisable to take students of one form who were in the same age group. Form II students whose ages fell between

14 years and 15 years were chosen.

Another reason for taking form II was that these students had been in their school for five terms and thus their attitudes to school and related factors were likely to be more stable than those of first formers who had only been there for two terms. Furthermore it was decided that form II students were less preoccupied in the sense that they had no immediate threat of public examinations like the form fours who had school certificate examinations coming in three months, and the form III students who had already started on the school certificate syllabus. It was therefore thought that the form fours and form threes would not welcome the idea of deviating from the set syllabus to engage in questionnaire answering and this would likely influence the way they answered them.

The subjects used in this study were English, Chemistry, Mathematics, Physics, Biology, History and Geography. These subjects were chosen because, for one thing, they were compulsory subjects for form II students and thus forming the learning core. It was decided that performance could be measured from them. In addition these subjects being compulsory meant that the sample could be kept more or less standard since this could mean that in each class division the same number of students would be doing each of these subjects.

(b) Testing Procedure:

The headmaster of the Lenana School was informed of the intention for a questionnaire to be given to the teachers and form II students of the school. Permission was granted and days and time for questionnaire administration were agreed on.

The questionnaires were to be administered to four form II class divisions. Form II A, E, G, H. It took two days to administer the questionnaire to all the divisions. In the morning one class division answered the questionnaire, then in the afternoon another. 119 students answered the questionnaire from the four classes. From 2A, 34 students, 2G, 31, 2E, 29, and 2H 25; total 119.

In each of the class divisions the questionnaires were administered, the following procedure was followed: First the administrator of the questionnaire was introduced to the class division by the deputy headmaster, who said the administrator was from the University of Nairobi and had a few questions for the class to answer. The deputy head then left the class. The administrator then introduced herself again and assured the class that their answers to the questionnaires were confidential. The school would not know about them and they would not influence the students standing in school.

After the introduction the students were instructed to remain silent while the administrator distributed the questionnaires. The three scales of the questionnaire

plus the personal information paper were pinned into one. Each student in the class got each of the questionnaires turned upside down. It was not until all students had got the questionnaires that the administrator instructed the class to turn them right side up.

The students were then told to read quietly through the first page which required students to fill in personal information of themselves. When all the students affirmed that they had read through the first page, the administrator allowed them to raise questions and when she was satisfied that the class understood what was to be done, she allowed the class to proceed on in this manner. She read the first statement and asked the students to finish the statement with the information asked for. When the first statement was finished by all students, the next statement would be dealt with, and when this was finished, the next. This was the process followed until the first page requiring the students to fill in the blanks personal information was dealt with.

Statement by statement procedure ensured that if any question posed difficulties for any student, the administrator explained it before any student started writing, so that when they did, everybody knew what was supposed to be done, and the class could keep together in answering the questions. This procedure lessened confusion.

The administration of the rest of the questionnaire was not much different from that of the first

page. After the students had finished answering page one, the whole class turned to questionnaire A-1. As the class listened the instructor read aloud the instructions of A-1. Then the students read silently through A-1, and were instructed to ask anything they did not understand. After explanations and making sure that students understood what was to be done, the administrator asked the class to order 1 (a) first. The students were instructed not to continue with 1 (b) until instructed. This was done after all the students had ordered 1 (a). The administrator then read 1 (a) and its attitude phrases to the class, and explained to the students to order from 1-7 in order of importance, all major phrases first, not the subquestions. They were to do this for English. The administrator explained that when a student finished ordering for a subject he should wait until instructed to continue for the next. So it was only after the whole class had finished ordering for one subject that, students could order for the next subject.

When all the subjects had been ordered for in the major questions, everybody in the class, began again ordering the subquestions, by putting (a) for negative or (b) for positive in relation to the major phrases. The same procedure used in the ordering of the major phrases, and of waiting until everybody had finished ordering for one subject before going on the next was followed. This procedure was intended to help the students to give more thought to their answers.

A similar procedure was followed for questionnaire A-2 and questionnaire A-3. Altogether

the administration of the questionnaires took between 1hr. 20 minutes and 1 hr. 30 minutes in each of the four class divisions. The questionnaires were then collected by the administrator who thanked the class and left.

As with pilot study, four terms exam marks of these students were also collected from the teachers. Students were not to know that this was done in case it influenced them when answering the questionnaires.

(c) Test Procedure:

Rank order correlations were worked out between students expected performance and their attitudes to their subject teachers, subjects and their academic performance. Correlations were also worked out between actual performance and the above factors. A t test was applied to determine the significance of the correlations.

Actual performance marks were also examined. Performance marks of students with negative attitudes was compared to the marks of those students with positive attitudes. A t test was applied to test for significance in the differences.

CHAPTER FOUR

ANALYSIS OF DATA AND RESULTS

(I) DATA ANALYSIS

Hypothesis 1

There will be a positive correlation between liking for subject and performance in that subject.

In the analysis of this hypothesis the following factors were considered:-

1. Felt class performance ranks of students in relation to their attitudes to subjects.
2. Actual class performance ranks of students in relation to their attitudes to subjects.
3. Actual class marks of students with favourable attitudes towards their subjects as compared to those with negative attitudes.
4. The most important attitudinal factor influencing students liking for subject.

In the analysis of the first factor a correlation between students felt performance in subjects as

ranked on questionnaire A-1 and their liking of subjects as ranked in questionnaire A-2; was worked out. A rank order correlation method which was appropriate to the ranked

nature of the data was used:-
$$\frac{1 - 6 \sum d^2}{n(n^2 - 1)}$$

The correlations were tested for significance $t = p \frac{\sqrt{n - 2}}{1 + p^2}$

In the analysis of the second factor performance ranks from four terms students examination marks, was correlated with ranks from students attitudes to subjects. Each students positive attitudes (a) as opposed to (b) in all 7 subjects were added from the sub-questions of the main questions to questionnaire A-2. The more positive attitudes there were the better. The attitudes were then ranked and correlated with ranks from students marks. As with attitudes each students four terms marks were added and ranked for correlation. A rank order correlation method and a similar t test as used in analysis factor 1 were used to analyse this factor.

For factor three four terms examination marks of students with positive attitudes towards their subjects was compared to those with negative attitudes. The marks of students who answered positively i.e. put (a) in relation to the major questions in questionnaire A-2 were compared to those who answered negatively i.e. put (b) in relation to the major questions. The mean marks of the two groups were

tested for significance using formular

$$\frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

For factor four, the major questions of questionnaire A-2 were used. The method applied was rank order correlation and a t test was applied to test for significance. The students ordering in 2a of the subjects liking was correlated with attitudinal statements of 2b. This was done for every subject in each class division. The statement with the highest correlation was taken to be the most important factor influencing the way students felt they liked their subjects. This was given the position of 1. Next highest in correlation was given the position 2, and ordering was continued until 6 was given to the factor with least correlation.

(II) RESULTS OF HYPOTHESIS 1

There will be a positive correlation between liking for subject and performance in that subject.

The first and second factors considered in relation to the first hypothesis were how students with favourable attitudes towards their subjects felt they performed in relation to those with less favourable attitudes. The results are on Tables I, II, III. It was found

TABLE I

CORRELATIONS BETWEEN FELT PERFORMANCE AND ATTITUDES
TO SUBJECT

CLASS	2A	2E	2G	2H
N	34	29	27	25
Ed ²	225	220.75	208.75	260.25
Correlation	.9624	.9691	.8969	.9475
Observed 't'	19.248	20.3511	10.0452	19.0061
Critical 't'	2.0375	2.052	2.060	2.069
Significance	P < .05	P < .05	P < .05	P < .05

Overall correlation significant at P < .05

TABLE II
CORRELATIONS BETWEEN PERFORMANCE AND LIKING
FOR THE SUBJECT

CLASS	2A	2E	2G	2H
N	34	29	27	25
d^2	.4913	.4478	.5068	.3493
Correlation	.2492	.1030	.5470	.3437
Observed 't'	1.4454	.5253	3.2820	1.7185
Critical 't'				
P < .05	2.0375	2.052	2.060	2.069
P < .20	1.3086	1.314		
P < .10				1.714
Significance	NS at P = < .05 Yes at P < .20	NS	P .05	NS at P = < .05 Yes at P = < .10

Overall correlation significant at P < .20

TABLE III.1

COMPARISON OF ACTUAL PERFORMANCE MARKS OF STUDENTS WITH POSITIVE VS THOSE WITH NEGATIVE ATTITUDES TO SUBJECT

E N G L I S H

N		Question	\bar{X}		Variance		t		Significance
1	2		1	2	1	2	Obs.	Crit.	
89	26	1	240	223	731	1185	2.3288	2.0841	$P < .05$
76	39	2	248	212	1010	1036	5.7143	2.0941	$P < .05$
94	21	3	243	206	803	792	5.5224	2.0941	$P < .05$
84	31	4	243	218	860	650	4.5455	2.0941	$P < .05$
38	77	5	270	219	1619	1001	6.8919	2.0941	$P < .05$

TABLE III.2

C H E M I S T R Y

N		Question	\bar{X}		Variance		t		Significance
1	2		1	2	1	2	Obs.	Crit.	
83	32	1	229	239	4440	3752	-.7692	2.0941	NS at $P = < .05$
80	35	2	243	208	3492	3074	3.0435	2.0941	$P < .05$
64	51	3	233	231	4941	4005	.1613	2.0941	NS at $P = < .05$
65	50	4	241	220	4293	4283	1.6935	2.0941 1.2897	NS at $P = < .05$ but $P = < .20$
80	35	5	307	211	5799	9908	4.3085	2.0941	$P < .05$

TABLE III.3

M A T H S

N		Question	\bar{X}		Variance		t		Significance
1	2		1	2	1	2	Obs.	Crit.	
105	10	1	209	185	2295	4518	1.1060	2.0941	NS P < .05
86	29	2	222	161	3608	1282	6.5591	2.0941	P < .05
68	47	3	230	173	1628	2183	7.1429	2.0941	P < .05
89	26	4	196	244	2449	6999	-2.7429	2.0941	P < .05
70	45	5	173	337	3960	2562	-7.0385	2.0941	P < .05

TABLE III.4

P H Y S I C S

N		Question	\bar{X}		Variance		t		Significance
1	2		1	2	1	2	Obs.	Crit.	
100	15	1	239	201	1529	1697	3.2759	2.0941	P < .05
92	23	2	234	192	1358	1306	5.5555	2.0941	P < .05
75	40	3	237	204	1252	1307	4.8571	2.0941	P < .05
102	13	4	229	198	1546	1194	3.0097	2.0941	P < .05
44	74	5	239	313	1211	7017	6.7273	2.0941	P < .05

TABLE III.5

B I O L O G Y

N		Question	\bar{X}		Variance		t		Significance
1	2		1	2	1	2	Obs.	Crit.	
64	51	1	254	206	2091	1416	5.0526	2.0941	P < .05
59	56	2	252	212	1756	1472	5.4054	2.0941	P < .05
57	58	3	250	182	1611	2731	8.1395	2.0941	P < .05
53	62	4	253	215	1461	1512	5.2778	2.0941	P < .05
60	55	5	243	214	1219	2034	3.8667	2.0941	P < .05

TABLE III.6

H I S T O R Y

N		Question	\bar{X}		Variance		t		Significance
1	2		1	2	1	2	Obs.	Crit.	
44	71	1	261	207	3734	2805	4.8214	2.0941	P < .05
72	43	2	237	211	2677	2614	2.6531	2.0941	P < .05
80	35	3	233	213	2720	1703	2.2222	2.0941	P < .05
76	39	4	243	197	3703	2599	4.2991	2.0941	P < .05
40	75	5	300	195	2777	9971	6.2130	2.0941	P < .05

G E O G R A P H Y

N		Question	\bar{X}		Variance		t	Significance	
1	2		1	2	1	2	Obs. Crit.		
53	62	1	222	160	2072	1368	7.9487	2.0941	$P < .05$
60	55	2	215	173	1974	1192	5.6757	2.0941	$P < .05$
64	51	3	208	164	1706	1255	6.1972	2.0941	$P < .05$
71	44	4	206	161	1313	1479	6.2500	2.0941	$P < .05$
73	42	5	203	163	1508	858	6.2500	2.0941	$P < .05$

Overall correlation significant at $P < .05$

that students with favourable attitudes performed better in class than students with less favourable attitudes. The correlation between performance and attitudes to subject was not as significant (Table II) as the correlation between felt performance and attitudes (Table I). Class performance marks of students with positive attitudes were better than those with negative attitudes (Table III).

In Table I, results of the correlation between felt performance and attitudes to subject are summarized. The correlations are consistently high ranging from (.9624) highest to (.8969) lowest. In overall correlation the results were significant at $P < .05$ level. These results supported hypothesis 1 factor 1.

In Table II the results of the relation between actual performance and attitudes to subject are summarized. These correlations are not as high as those on Table I - between felt performance and attitudes. They ranged from (.5470) highest and significant at $P < .05$ level to (.1030) lowest and not significant. Overall correlation was significant at $P < .20$ level. The correlation between performance and attitudes was therefore rejected at $P < .05$ level, but nevertheless lend some support to hypothesis 1 factor 2 although at a low level.

Table III shows comparison results of students marks with positive attitudes as compared to the marks of students with negative attitudes. Students with

positive attitudes to subject are shown to be performing better than those with negative attitudes. The difference in performance was significant at $P < .05$ level for all subjects. The only case of insignificance was in English, item 1. In this subject, also in items 4 and 5, students with negative attitudes were doing better than those with positive attitudes. However, overall the difference between performance of students with positive attitudes as compared to those with negative attitudes was significant at $P < .05$ level. The results supported hypothesis 1 factor 3.

In most cases the students with favourable attitudes towards their subjects outnumbered those with negative attitudes columns 'N' Table III The students with favourable attitudes towards their subjects are those who felt that their subjects were of value to them in future. They were interested in their subjects and did well in them. They also felt that they were interestingly taught and liked getting homework in them. The opposite feelings were true for those students with less favourable attitudes towards their subjects.

The results of hypothesis 1 factor 4 are in Tables IV and V. Table V shows rank order correlations between felt performance and various attitudinal factors related to subject. Only the range of correlations are given. The rest of the correlations are in Appendix D. The correlations were high ranging from (.9818) highest to (.8757) lowest. The correlations were very close, not illustrating much difference between attitudinal statements.

TABLE IV

CORRELATION RANGE BETWEEN EXPECTED PERFORMANCE AND ATTITUDES
TO SUBJECT

SUBJECT	CORRELATION		OBSERVED T		CRITICAL T		SIGNIFI- CANCE
	Highest	Lowest	Highest	Lowest	H	L	
ENGLISH	.9756	.9052	23.0903	9.9906	2.052	2.074	P < .05
CHEMISTRY	.9787	.9348	26.1257	12.3473	2.042	2.074	P < .05
MATHS	.9653	.9309	20.5274	11.9546	2.045	2.074	P < .05
PHYSICS	.9818	.9135	26.8503	10.5321	2.052	2.074	P < .05
BIOLOGY	.9748	.9004	23.5233	9.7066	2.045	2.074	P < .05
HISTORY	.9709	.9113	21.0571	10.3820	2.052	2.074	P < .05
GEOGRAPHY	.9613	.8757	19.1116	8.5073	2.042	2.074	P < .05

For full correlations see Appendix D

For overall results see Table V

TABLE V: Results of Hypothesis 1 Factor 4

		The Most Important Attitudinal Reason Students Considered as Influencing their Liking of Subjects											
		English	Chem.	Maths	Physics	Bio.	History	Geog	Class		T	P	
										T	P	T	P
Q.1 Because of its value to me in the future	2A	5	4	3	4	3.5	2	3	24.5	4			
	2E	2	4.5	2	5	3	2	2	22.5	4			
	2G	2	4	5	5	4	1	3	24	4			
	2H	2	4	5	5	2	1	4	23	4.5			
	Q.1 S.T	11	16.5	15	19	14.5	6	12					
	Q.1 S.P	2.5	5	4	5	4	1	3			24.5	4.5	
Q.2 Of the way it interests me	2A	4	5	2	3	1	5	5	25	5			
	2E	5	4.5	1	2	4	4	4	24.5	5			
	2G	1	2	2	3	5	3	2	18	2			
	2H	1	1	2	4	5	4	3	20	2.5			
	Q.2 S.T	11	12.5	7	12	15	16	14					
	Q.2 S.P	2.5	3	2	3	5	5	4			24.5	4.5	
Q.3 Of the marks I got in it	2A	2	2	1	1	5	3	2	16	1.5			
	2E	1	1	3	3	3	5	3	19	2			
	2G	3	3	1	2	2	2	4	17	1			
	2H	3	2	1	2	4	5	2	19	1			
	Q.3 S.T	9	8	6	8	14	15	11					
	Q.3 S.P.	1	1	1	2	3	4	2			14	1	
Q.4 Of the way it is taught	2A	3	3	4	2	3.5	4	4					
	2E	4	3	4	1	2	3	5	22	3			
	2G	4	5	3	1	3	4	5	25	5			
	2H	4	3	3	3	3	2	5	23	4.5			
	Q.4 S.T	15	14	14	7	11.5	13	19					
	Q.4 S.P.	5	4	3	1	2	3	5			23	3	
Q.5 Of the amount of homework given	2A	1	1	5	5	2	1	1	16	1.5			
	2E	3	2	5	4	1	1	1	17	1			
	2G	5	1	4	4	1	5	1	21	3			
	2H	5	5	4	1	1	3	1	20	2.5			
	Q.5 S.T	14	9	18	14	5	10	4					
	Q.5 S.P.	4	2	5	4	1	2	1			19	2	

T = Total of Rankings

P = Position in Importance for Each Attitudinal Factor

Table V is complimentary to Table IV and it illustrates the order of importance in which some attitudinal factors were considered by students as affecting their liking of subjects.

The fourth factor considered was what students felt was the most important factor from the given attitudinal factors in influencing their liking of subjects. The results are shown on Table IV and V. They were briefly as follows: overall when these attitudinal factors were considered in all subjects and classes the most important factor in the relation between liking of the subject and performance was the marks a student got in the subject. The other factors of less importance ranked below as follows: second was the amount of homework given followed by the way the subject was taught. In the fifth place was the value the subject had for the future of the student and the way the subject interests the student on the same footing.

When different subjects are considered in the four class divisions the marks a student gets still remains the most important factor. However differences emerge when one looks at individual subjects in each class. These differences could be the result of differences in teachers for each subject and class. This means that each teacher is likely to leave a different impression on his class. The different values students hold in relation to education could also have contributed to these differences.

English

Overall in English when the four classes are considered, the marks a student got was the most influential factor in the relation between liking of the subject and performance. This was also true for 2E. For 2A the most important reason was the amount of homework given. While in 2G the most important factor was the interest the subject had for the student. This was also true for 2H.

Chemistry

Overall in chemistry taking the four classes the most important factor was the marks a student gets in the subject. This was also true for 2E. For 2A and 2G the mark a student got in the subject was of most importance, while for 2H, the outstanding factor was the interest the subject had for the student.

Mathematics

The marks a student got in the subject was of most importance overall after consideration of 4 classes. Individual class divisions of 2A, 2G, and 2H also saw this point as of major importance. An exception was 2E which had the way the subject interested the student.

Physics

Overall in Physics after considering the 4 classes the most important factor was the way the subject was taught. This was also true for 2A. In 2E the way the subject was taught came first. This was also true for 2G while for 2H it was the amount of homework student was given in the class that was important.

Biology

Overall in Biology the amount of homework given was the most important factor. This was also true for individual classes 2E, 2H and 2G. In 2A the way the subject interested the teacher was very important.

History

Overall the way the subject was taught was of most importance. 2A as an individual class had the amount of homework given, as of most importance. This was also true for 2E and 2G. 2H had the value the subject had for the future, as important.

Geography

The amount of homework given in a subject was of most importance, when the four classes were considered overall. This was true for the four classes 2A, 2G, 2E and 2H.

In English, Chemistry and Maths the marks a student got in the subject were important in influencing students liking for these subjects. This result is probably related to the reinforcement theory as discussed in the first chapter. According to this theory failure to attain a goal should lead to some degree of frustration or disappointment. When students engage in learning one of their goals is to do so successfully. When they are tested by the teacher the marks they get are supposed to be an indication of how much they have learnt; so depending on what marks a student gets he will relate this to the attainment of the learning goal. In relation to how successful he is, he feels reinforced positively or negatively. If he feels rewarded it is likely that he will develop positive feelings and attitudes towards the subject and the learning situation. If on the other hand he feels not reinforced it is likely that he will develop negative attitudes towards the subject and the learning situation.

In Physics and History the way the subject was taught was important in influencing students liking for the subjects. Methodology of teaching is very important for any subject. The approach of the teacher to the subject can do a lot in influencing a student's liking or disliking the subject. For example, if the approach is confusing, a student's goal to understand the subject will be frustrated and negatively rewarded. He is likely

to give up in the subject. Such frustration is likely to lead to dislike of the subject. For a well structured lesson even if it deals with complicated matter, is much easier to comprehend than a confused one. There is a likelihood that even if a student does not get high marks in a subject he might come to like it because it is well taught and interesting. On the other hand even if a student gets high marks in a subject he might not like it if it is boringly taught.

In Biology and Geography the amount of homework given was the most important factor influencing students liking the subject. Homework is part of teaching methodology and therefore important. Students felt that in these two subjects their teachers were not giving them adequate work. Homework should be proportionate; within the capacity of the students and relevant to their coursework. Otherwise students may avoid doing the work and this will influence effective learning and performance. Too little homework may also have bad effects in that it could fail to give students a challenge in the subject. This could also lead to frustration and its consequences of avoidance or aggression.

(III) DATA ANALYSIS

Hypothesis 2

There will be a positive correlation between liking for subject teacher and performance in his

subject.

In the analysis of this hypothesis the following factors were considered.

1. Felt class performance ranks of students in relation to their attitudes to subject teacher.
2. Actual class performance ranks of students in relation to their attitudes to subject teacher.

The correlations between actual performance and attitudes to subject teacher are summarized in Table VII. The correlations are lower than those between felt performance and attitudes to subject teacher in Table VI. The highest correlation was (.6392) significant at $P < .05$ level, and lowest (.0860) not significant. The overall correlation was significant at $P < .10$. It was found necessary to reject the relationship between actual performance and attitudes to subject teacher; however there was some evidence in support of this hypothesis despite its low level of significance.

Table VIII gives us comparison results of marks of students with positive attitudes to subject teacher, to those with negative attitudes. These are the results of only item 4 questionnaire A-3, for most of the students did not use the full questionnaire. The results show that students with favourable attitudes were doing better than those with negative attitudes. In five subjects, English, Chemistry, Mathematics, Physics, and Biology the difference was significant at $P < .05$ level. The two

TABLE VI:

**Correlations Between
Felt Performance and Attitudes
to Subject Teacher**

CLASS	2A	2E	2G	2H
M	34	29	27	25
$\sum Ed^2$	223.5	214.5	203	289.75
Correlation	.9687	.9700	.8997	.9557
Observed 't'	21.9894	20.661	10.2565	15.4823
Critical 't'	2.0378	2.052	2.060	2.069
SIGNIFICANCE	P < .05	P < .05	P < .05	P < .05

Overall correlation significant at P < .05

TABLE VII: Correlations between Performance and Attitudes to Subject Teacher

Class	2A	2E	2G	2H
M	34	29	27	25
$\sum d^2$	4479	5111.5	5547	2552.5
Correlation	.2698	-.2590	-.6392	.0183
Observed 't'	1.5648	1.3727	4.1048	.0860
Critical 't'				
P < .05	2.0378	2.052	2.060	2.069
P < .20	1.3086	1.314		1.319
Significance	NS P < .05 YES P < .20	NS P < .05 YS P < .20	R < .05	NS P < .05 YES P < .20

Overall correlation significant at P < .10

TABLE VIII

Comparison of Actual Performance marks
of Students with Positive to those with
Negative Attitudes towards Subject Teacher

ENGLISH

n		Question	X		Variance		t		Significance
1	2		1	2	1	2	Obs.	Crit.	
79	26	4	258	209	1013	6392	4.4954	2.0941	P < .05

CHEMISTRY

44	61	4	282	232	4339	15149	2.6882	1.9851	P < .05
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MATHS

93	12	4	209	156	687	3519	3.0814	1.9851	P < .05
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PHYSICS

80	25	4	205	175	1225	2028	2.6804	1.9851	P < .05
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BIOLOGY

43	61	4	285	223	21412	15272	2.2711	1.9851	P < .05
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HISTORY

60	43	4	259	219	16166	20661	1.4652	1.9857 1.2847	NS at P < .05 Yes at P < .20
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GEOGRAPHY

59	42	4	230	196	13799	17430	1.3386	1.9863 1.2933	NS at P < .05 Yes at P < .20
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Overall correlation significant at P < .05

Only question four was used from question A-3 in this analysis, as most students did not consider the rest of the factors as important; and therefore did not rank them or give their opinions for or against them.

remaining ones, History and Geography, significance was at $P < .20$ level overall. The difference between positive and negative students performance was significant at $P < .05$ level. Hypothesis 2 factor 3 was supported.

On the whole students with positive attitudes towards their subject teachers were more than those with negative attitudes (Table VIII column 'n'). The students with favourable attitudes towards their subject teachers were those who appreciated their teachers style of teaching. Other attitudinal factors which had been included in questionnaire A-3 were thought irrelevant by most students.

Thus, when it came to the analysis of hypothesis 2 factor 4, the most important factor influencing students liking for subject teacher was revealed to be the teachers style of teaching. Most of the students felt that other factors, the teachers ethnic group, sex, age of the family he came from did not influence their liking of subject teachers. It was the teaching style that mattered. According to the students a good teacher was one who knew his subject and explained it well; he understood his students, had no favourites and was not harsh.

However, despite the fact 117 students out of 119 responded that the teaching style of the teacher was most influential in their liking of subject teachers; 43 out of the 117 went on to consider other factors on the questionnaire as well. Despite the fact that they were in minority an analysis was made of them.

The results of hypothesis 2 factor 4 for the minority of students who considered the full questionnaire are on Tables IX and X. On Table IX are rank order correlation results between expected performance and attitudes to subject teacher. Given on this Table are the ranges of the correlations, the rest are in Appendix E. The range of the correlations were (.99) highest and significant at $P < .05$ level to (.42) lowest and significant at $P < .20$ level. Complimentary to Table IX is Table X, illustrating the order of importance students considered attitudinal factors as influencing their liking of subject teachers.

The results were briefly as follows:

Overall when all class subjects in all classes were considered the most important factor influencing students liking of subject teachers was his age. When individual subject teachers are analysed there could be variations because of different personalities of teachers and their effects on classes and subjects.

English

The most influential factor overall in the four classes was his age. This was also true for 2A, while 2E had the teaching style of the teacher, and 2H the ethnic group of the teacher came from.

TABLE IX: Correlation Range Between Expected Performance and Attitudes to Subject Teacher

Subject	Correlation		Observed 'T'		Critical 'T'		Sign
	Highest	Lowest	Highest	Lowest	High	Low	
English	.98	.51	13.9290	1.7786	P <.05 2.306	P <.10 1.383	<.05 >.05
Chemistry	.97	.42	11.2854	1.3883	P <.05 2.306	P <.20 1.383	<.05 >.05
Maths	.97	.60	11.2854	2.2499	P <.05 2.306	P <.10 1.833	<.05 >.05
Physics	.97	.55	17.8440	1.9756	P <.05 2.086	P <.10 1.833	<.05 >.05
Biology	.99	.58	31.3850	2.0137	P <.05 2.086	P <.10 1.833	<.05 >.05
History	.96	.50	15.3330	1.6329	P <.05 2.306	P <.20 1.397	<.05 >.05
Geography	.96	.52	15.3330	1.7218	P <.05 2.086	P <.20 1.397	<.05 >.05

1. For full correlation result see Appendix E
2. For overall results see table K

TABLE X Results of Hypothesis 2 Factor 4

The Most Important Reason Students Felt Influenced their
Liking of Subject Teachers

		English	Chem.	Maths	Physics	Bio.	Hist.	Geog	Class		Overall	
									T	P	T	P
Q.1 Because of his/her ethnic group	2A	3	2	4	1	4	2	4	20	4		
	2E	2	3	4	1	1	3	1	15	1		
	2G	4	3	3	5	2	4	2	23	4		
	2H	1	1	1	3	2	3	4	15	1		
	Q.1 S.T.	10	9	12	10	9	12	11				
	Q.1 S.P.	2.5	2	2.5	2	2	3	3				17
Q.2 His/her sex	2A	2	3	3	3	2	3	2	18	2		
	2C	5	4	2	2	5	4	3	25	4		
	2G	3	4	4	4	1	2	4	22	3		
	2H	4	2	5	4	3	2	3	23	4		
	Q.2 S.T.	14	13	14	13	11	11	12				
	Q.2 S.P.	4	4	4	4	3	2	4				25
Q.3 His/her age	2A	1	4	1	2	3	4	3	18	2		
	2E	4	2	1	4	3	2	2	18	2		
	2G	2	1	1	2	4	3	3	16	1		
	2H	2	4	4	1	4	4	2	21	3		
	Q.3 S.T.	9	11	7	9	14	13	10				
	Q.3 S.P.	1	3	1	1	4	4	2				16
Q.4 His/her style of teaching	2A	5	5	2	4	5	5	5	31	5		
	2E	1	5	3	5	4	5	4	27	5		
	2G	1	5	5	1	5	5	5	27	5		
	2H	3	5	2	2	5	5	5	27	5		
	Q.4 S.T.	10	20	12	12	19	20	19				
	Q.4 S.P.	2.5	5	2.5	3	5	5	5				28
Q.5 Of the family he/she comes from	2A	4	1	5	5	1	1	1	18	2		
	2E	3	1	5	3	2	1	5	20	3		
	2G	5	2	2	3	3	1	1	17	2		
	2H	5	3	3	5	1	1	1	19	2		
	Q.5 S.T.	17	7	15	16	7	4	8				
	Q.5 S.P.	5	1	5	5	1	1	1				19

T = Total of Rankings

P = Position in importance for each attitudinal factor

Chemistry

Overall when the four classes are considered the family the teacher came from was important. This was also true of 2A and 2E considered independently, while 2H had the ethnic group of the teachers and 2G the age of the teacher.

Mathematics

The age of the teacher was the most important factor overall in the four classes. This was also true for 2A, 2E and 2G while 2H had the ethnic group of the teacher.

Physics

Overall the age of the teacher was most influential. This was also true for 2H while in 2A and 2E ethnic group of the teacher was most important and in 2G the teachers style of teaching was important.

Biology

Overall of the four classes the most important factor was the family the teacher came from. This was also true for 2A and 2H. 2E had the ethnic group of the teacher and in 2G the sex of the teacher was important.

History

For history overall in four classes the family the teacher came from was important. This was also true for all classes 2A, 2E, 2G and 2H.

Geography

Overall in the four classes the family the teacher came from was important. This was also true for individual classes of 2A, 2G and 2H. 2E had the ethnic group of the teacher as important.

The teaching style of the teacher was most important from possible factors that could influence a students liking of his subject teacher. Every teacher has got a role he is expected to play. As the leader of the class he is expected to motivate the students to learn. Some of the things he is expected to do in the lesson is to inform the students of the aim of the lesson, help them recall relevant prerequisite capabilities, present stimuli inherent to the learning task, offer guidance for learning, provide feedback, appraise performance, make provisions for transferability and ensure retention and discipline in the class. The teacher is expected to carry out these duties in relation to his role as a teacher. However, every teacher has got his style of carrying out these tasks, and it is mainly in relation to this style that teachers are differentiated. The individualistic style of the teacher is related to his background attitudes, needs and personality.

If one tries to come up with a specific definition of the best teaching style he is bound to face some difficulties. This is so because style should be depended on unique factors of the situation, for example, the topic being taught, conditions of students and facilities of learning and the personality of the teacher and pupils. A good teacher tries to make his lesson appropriate in relation to these factors. For lack of a specific definition of a good style in teaching one can only speak in general terms. Research so far done indicates that students prefer teachers whose style of teaching is democratic in approach rather than autocratic or laissez faire, Hargreaves (1972). The democratic teacher seeks cooperation from his pupils, he requests rather than orders, and is concerned with the general feelings of the students. The autocratic teacher has the opposite qualities from the democratic teacher. He believes he knows all, dictates to his pupils without seeking their cooperation nor minding their feelings, he threatens and blames. The laissez faire teacher ignores his students both academically and emotionally.

The democratic approach is highly recommended as the autocratic and laissez-faire approaches tend to produce frustration and inhibit learning. The teacher is in a powerful position as the head of the class. He defines the situation and the students have to adjust to it. If he plays his role arbitrarily he will create tension and inhibit learning. Characteristic descriptions such as a good controller, fair, interesting, friendly, understanding were included by various students in reference to the

behaviour of teachers they like. The teacher whose style of teaching includes the opposite is not usually liked.

Another factor mentioned as of most importance in influencing students liking of his subject teacher was the age of the teacher. This factor was mentioned by few students who used the full questionnaire on the teacher. Age was thought of as of importance probably because of various factors. One reason could be that these young students associated age with experience and understanding as old teachers are more preferred to young ones. Lindgren (1972) lends support to this reasoning. He suggests that old teachers were more able to exercise a firm control on their classes but at the same time allowed room for flexibility. During the lesson classes with old teachers spent more time on scheduled work. On the other hand young teachers tended to experience discipline difficulties despite the fact that these teachers tend to be very rigid in their discipline. In addition classes with young teachers spent most of the time off the scheduled work. One can assume that students under an experienced teacher, who is likely to be an older or mature teacher, would be more satisfied than those under unexperienced teacher. However, experience alone is not the whole explanation although there is an indication that it helps. An experienced teacher has not only more knowledge about classroom problems and how to tackle them, but he is also likely to be more familiar with his teaching material.

Some students thought that the family background of the teachers was of most importance in influencing a students liking for his subject teacher. However most students did not consider this when rank-ordering their teachers and they felt that their teachers were all well off and also they did not know much about their home background. Nevertheless, few still said they would prefer a teacher from a wealthy family than from a poor background.

Students probably associate wealth and education and assume that the richer the teacher the better educated and cultured is the teacher. On this basis, students might view a teacher from a poor background as being inferior to a teacher from a wealthier background. Some students might look down on the poor teacher and not identify with him, especially if they are aspiring to join the wealthy class in future.

CHAPTER FIVE

DISCUSSION AND RECOMMENDATIONS

(I) SUMMARY OF RESULTS

The purpose of this study was to find out if class performance and some attitudinal factors were positively related.

The hypotheses were:

Hypothesis 1

There will be a positive correlation between liking for subject and performance in that subject.

Factors considered under this hypothesis were students expected and actual class performance, as related to their attitudes to subject. Also considered was the order of importance in which various attitudinal factors affected students liking for subjects.

Hypothesis 2

There will be a positive correlation between liking for subject teacher and performance in his subject.

Factors considered under this hypothesis were students expected and actual class performance as related to their attitudes to subject teacher. In addition the order in which various attitudinal factors affected students liking for subject teachers was considered.

Method Procedure

A questionnaire was prepared with various attitudinal factors relating to students class performance, subject and subject teacher. Form II students from Lenana School were to rank these attitudinal factors as they felt affected by them.

To test for hypothesis 1, the following procedure was followed. A rank order correlation of students expected and actual performance with their attitudinal responses related to subject was carried out; the correlations were tested for significance. Actual marks of students with negative attitudes were compared to the marks of those students with positive attitudes, and the differences tested for significance.

In testing for hypothesis 2, a similar procedure was used. A rank order correlation of students expected and actual performance with their attitudinal responses to subject teachers was carried. The correlations were tested for significance. Actual class marks of students with positive attitudes to their subject teachers were also compared to the marks of those students with negative attitudes. The means were tested for significance.

Results

Hypothesis 1: There will be a positive correlation

between liking for subject and performance in that subject.

The hypothesis was accepted. The results of four factors considered under this hypothesis illustrated significant relationships between performance and attitude to performance. Factor 1 - the relationship between felt performance and attitudes to subject was significant at $P < .05$. Factor 2 - the relationship between actual performance and attitudes to subject was significant at $P < .20$. Factor 3 - the marks of students with positive attitudes was better than the marks of students with negative attitudes at $P < .05$ level. The correlations of factor 4 between expected performance and various subject attitudinal factors were also significant.

Results

Hypothesis 2: There will be a positive correlation between liking for subject teacher and performance in that subject.

The hypothesis was accepted. The four factors considered under this hypothesis showed that significant relationship existed between performance and liking for subject teacher. Factor 1 - the relationship between felt performance and attitudes to subject teacher was significant at $P < .05$. Factor 2 - the relationship between actual performance and attitudes to subject teacher was significant at $P < .10$. Factor 3 - the marks of students with positive attitudes towards subject teacher were better

than those with negative attitudes at $P < .05$. The correlations of factor 4 between expected performance and various subject teacher attitudinal factors were also significant.

Limitations of the Study

In the major study the sample was confined to one school and thus one cannot over generalize its findings. It is also probably due to this factor that correlations especially between attitudes and felt performance were consistently high.

(II) DISCUSSION

It appears that students in Lenana School were very positive about schooling. Overall positive attitude responses outnumbered negative attitude responses; as indicated in columns 'N' of Tables III and VIII. Most students felt that they had natural ability to do well. They found the teaching interesting. They understood their subjects, worked hard in them and got good marks.

The position in this school could be a reflection of the fact that formal education is regarded as of great necessity to the nation. It is almost the only way one can hope to maintain and improve his social status and lead a more or less comfortable life. The realization of the importance of formal education emerged during the colonial days. Previously Africans had had their own informal education, which taught one to fit into society, rather than for

economic purposes. When Kenya was colonized from late nineteenth century, the Europeans introduced their own type of education. This was formal and was reserved for their own children. It was for this purpose of educating their children that Europeans built schools like Lenana School (Duke of York) where this research was done, Nairobi School (Prince of Wales), Limuru Girls, Highland Girls, Upperhill School (Delemere Boys), State House Road Girls School (Delemere Girls).

Education in these schools was meant to resemble the education in Britain where most of the colonialists had come from. Academic subjects in science and arts were taught, more or less like the ones taught in the schools today. Included were languages such as Latin, French, German, Arts subjects like History, Geography, Religious Knowledge, and science subjects like Physics, Chemistry, Mathematics and Biology. In addition to formal subjects these students were also taught manners they would have had to learn in schools in Britain. The European education in Kenya was meant to prepare the students for white collar jobs should they want to go back and work at home or should they decide to work here in Kenya.

Meanwhile the European impact was creating a lot of effects on the African way of life. In the field of education the Africans continued with their own type of informal education but those who stayed near the colonialists and felt the impact of colonization most, began to seek changes. They began to realize that some type of formal education

related to that of the Europeans would help in the struggle against them for independence. It was for this reason that they began to reject the type of formal education the colonialists had begun to offer them. This education was regarded as inferior to the one Europeans got, as it was geared mainly towards agriculture. The Africans saw this type of education as making them fit only for farm work and not other sophisticated jobs.

The struggle for freedom continued and with the gaining of independence in 1963, Africans were now able to get some of the things they had been prohibited by Europeans. For example the typical European schools like Lenana were now required to take students of all races provided they were academically fit. This did not easily come by as these schools were not run by the Kenya government. Fees was very high and as such most students could not afford it, even if they were academically fit. Up to about 1968 there were very few non-whites in these schools. Soon after independence however, the Kenya government began to offer scholarships to African students who were academically fit to go in these schools. The population of Africans began to increase in these schools. More changes began in 1973 when the Kenya government began to take more control in the running of these schools. Now the fees has been lowered so that the average African can afford it.

In Lenana School now, about 90% of the school is non-white with Africans in the majority. As non-Europeans increased after independence, the Europeans

stopped leaving for home schools. Other changes in Lenana are related to finance.

In colonial days the high fees paid by students ensured the maintenance of high standards in schools, especially in relation to luxury factors. For example, servants were available to perform such tasks as cleaning of shoes, and making beds for students. These students enjoy facilities which are likely to motivate them to do better. In comparison to most schools in Kenya for example their diet is better balanced, their learning facilities like school laboratories are better equipped. Furthermore, it has been characteristic of this school to take high quality teachers and so one can assume they know how to teach well. Most of the teachers in this school are graduates who have had a number of years in teaching profession and thus have got reasonable experience in teaching. In addition to qualification and experience these teachers have got benefits which are likely to motivate them to teach better. For example, their salaries, like other teachers in the country, have greatly been improved. Accommodation of teachers in this school is also suitable to their standard of qualification. The school itself is situated near town and therefore not in an inconvenient place when it comes to teachers wanting to shop and recreate themselves in the town.

An examination of the results reveals that not all students were equally positive. In every attitude examined there were some students who were negative although these were fewer than those with positive attitudes. One can attempt to relate this to the fact that even though these students did well in their entrance examinations they could not all

perform equally when put in a class. Some were bound to do better than others. In relation to reward and punishment theory it is logical that those students with negative attitudes are likely not to be doing as well as those with positive attitudes. It can be taken that students who do well feel more rewarded and thus associate positive attitudes with the subject and the agent administering rewards, who is the teacher, whereas students who do not do well are likely to feel unrewarded in learning experiences and associate this to the agent of the learning situation, the teacher with negative attitudes. For the students the most important reason influencing their liking for the subject was the marks they got, while the most important factor influencing their liking of teachers was the teaching style.

The teachers teaching style and his characteristics are very important in influencing attitudes of students. Hargreaves (1972) has emphasized the power of the teacher over those of students in the classroom. The teacher is the initiator and the controller of the classroom activities and thus has more influence in the resulting classroom atmosphere than the pupils. The teacher has also got great influence because he is the one who administers rewards and punishments in relation to learning. Most students become dependent on the teacher's approval and their attitudes to learning become influenced with the attitudes of the teacher.

It appears that the usual teacher pupil relationship where a student becomes dependent on the teachers influence is not the ideal relationship. This type of teacher

pupil communication results only in apparent learning, Rogers (1961). The student is interested so much in pleasing the teacher that his intrinsic motivation to learn is almost overlooked. The student gives the teacher what he wants in order to get approval. Significant learning can only take place if approval from the teachers is reduced so that the student directs his own learning according to how he feels motivated. According to Rogers approval threatens the student's self, and interferes with learning.

In the present school situations it would be impossible to get rid of the teachers influence on students and instead let learning be self directed by students. There are various reasons for this impossibility. For example, there are syllabuses to be covered and examinations to be passed. However, teachers could improve the situation by creating progressive atmospheres of acceptance rather than approval in classrooms. Students prefer teachers who encourage rather than discourage them. Characteristics of the teacher such as fairness, patience and understanding are preferred and the opposite characteristics to these are disliked. In addition a teacher should be competent in teaching his subject. Every lesson should have an aim and enough visual aids to help the students understand what is taught. Students prefer teachers who are good in explaining their subjects to those who are not.

The impact of the teachers influence on the pupil will vary according to the personality predisposition of the individual student. For example, some students might

feel more threatened by some of the teacher's characteristics than other students. Students reactions will also vary in relation to their predispositions. For some students threatening class atmosphere will interfere a lot with their learning, but not for some other students. This suggests that teachers should take interest in every pupil and learn him as an individual. Teachers are expected to know their students and be aware of their attitudes in order to help them.

It has been demonstrated that students with negative attitudes could perform better in class if their attitudes were improved. A study carried out by S. Theodore Woal (1961) illustrates this. He carried out a project in an attempt to determine whether or not group counselling could be successfully used to help selected students to reduce failures in subject matter, improve work habits and behaviour. He also attempted through group process to help these students to reduce psychological tensions by improved, school attendance, citizenship, peer group and student teacher relationship.

The students counselled lacked ability to establish friendship among peer group and acceptance relationships with teachers and the administration. Truancy was an interrelated factor and poor relations with their families.

The group was told of its failures and indicated a desire to change. Discussion was the major method used. First the club members reinforced each other about their grievances, then followed a period of disagreement

among club members about ideas expressed on certain teachers. Next came suggestions on how various students could try and avoid problems in relation to teachers and school administration. These discussions were continued and students left only when they felt they did not need more help.

The results showed that students who were counselled improved in that they failed less in subject matters, and their work habits had improved. The reduction of failures on report cards is significant. While it is difficult to assess what part of this achievement was due directly to the group experience, there would appear to be some relationship between their success and being counselled.

A study done by G. Keith Dolan (1961) also helps to illustrate the point that improved attitudes result in improved performance. Dolan counselled delayed readers. Personality attributes considered in the study were attitudes towards schools in general, attitudes towards the process of reading, itself, and thirdly personality attributes such as insecurity and shyness that affected the self concept. To change or modify the self concepts of the students who were involved in the study a modified non-directive therapy was used to help a student see his strength and weaknesses in a new and different perspective and to come to an understanding and acceptance by self.

An atmosphere of warmth, permissiveness and understanding was provided and sympathetic listening was exercised by the counsellor. He also noted critical points for

later discussions. It was hoped that through these the student would perceive the decisions he must make and the possible courses of actions he could take.

The following can be said from Dolans findings. That the learning process can be limited by attitudes towards it which can be altered in positive and favourable direction through a programme of effective counselling. In this study significant differences were obtained in achievement reading scores between students in a reading class who had been counselled and those who had not. Since the only intervening variable was the counselling programme the evidence supports the proposition that effective counselling can change self concepts enough to influence positively a score on a test of the educational skill such as reading.

Another study done relating to this was by Dickson A. Ward and Truax C.B. (1966) on college under-achievers, who possessed characters such as having free floating anxiety, negative self value, hostility toward authority, high independence-dependence conflict, negative interpersonal relations, social rather than academic orientation and unrealistic goal orientation. It was hypothesized that underachievers receiving group counselling would show significant improvement in grade compared to matched control group. This hypothesis was supported by the results.

Supportive evidence also comes from a study done by Stuart H. Gilbreath (1967). His aim was to investigate two methods of group counselling. The first

method was the directive method which is leader structured. In this method the leader laid emphasis on topics that relate to the underlying emotional patterns in underachievers as discussed in more recent descriptive and theoretical literature. These problems included need for over dependent relations, an inferior self-concept, a high degree of anxiety and depression and an inability to overtly express teachings of anger. Another problem was having ambiguous and unrealistic goals. The counsellor represented any of these at a session and was discussed by the group. The other method used was group structured topics arising spontaneously from the group were discussed.

The results showed that both groups that were counselled improved in comparison to the controlled group, although the leader structured group yielded better results, that is, great change in ego strength and improvement in academic achievement.

At times teachers are expected to act as counsellors in relation to their students. Five essentials of counselling are an atmosphere of warmth, permissiveness, sympathetic listening, acceptance and understanding. Underlying remedial work are the following concepts:

1. The concept of motivation, that individuals seek self actualisation; the need to make ones life as best as possible.

2. The idea of the conscious and unconscious drives to action; that behaviour which is consciously

motivated is more likely to be reasonable and consistent than unconsciously motivated behaviour which is likely to be irrational and unpredictable.

3. The idea of purpose or goal which is supposed to give direction and integrate a person's behaviour.

4. The idea of untapped resources for self-actualization; that within an individual this resource can be released and will sometimes produce great psychological changes. The counsellor assumes that the individual possesses resources for growth within himself so that if conditions are favourable he can advance toward a more full self-realization.

5. The idea of multi-sided aspects of personality and its continuity from birth to death.

6. The idea that we are products of our time, that is, there are cultural causes of behaviour and that favourable conditions make good personal development.

Attitudes of students in Lenana School were fairly positive and were related to performance, subjects and teachers. Similar relationships have been found to exist by other researchers like Daniel, Neale and Tismer (1970), Finger and Silverman (1966). The relationships found in this study indicate that students with more favourable attitudes to schooling are usually performing better than students with more negative attitudes. In explanation of this it can be said that poor performers are likely to feel more frustrated than good performers, and therefore more negative. The reason for this frustration is likely to be failure to achieve the

learning goal. According to the reinforcement theory they feel more punished than rewarded, whereas the good performers feel the opposite of this. In relation to the motivation theory the good performers are therefore likely to feel more motivated to do better whereas the poor performers are likely to feel discouraged. Should a student's feelings towards his subject contradict or fall out of line with the way he feels or performs in a subject, it is likely that he will experience cognitive dissonance and this will drive him to bring his feelings and actions of various related factors in line with each other. According to the cognitive theorists, cognitive dissonance is uncomfortable and a person usually tries to get rid of it. Once a student has acquired an attitude he usually generalizes it to other related factors under the principle of stimulus generalization.

A teacher being the controller of the classroom situations plays an important part in improving or worsening student attitudes in relation to schooling. Teachers should be aware of this factor and try to create a progressive atmosphere for students. Regardless of how students attitudes are acquired a lot can be done in changing them. Studies done by S. Theodore (1961) and Keith Dolan (1961) illustrate that improved attitudes result in improved performance.

(III) RECOMMENDATIONS

First, it is recommended that teachers pay attention to individual students feelings, if they are

interested in helping them. This should be so because attitudes affect performance and even if a student is performing well he could be feeling that he is not capable and such frustration could interfere with his education. Within the same line of reasoning a student might not be doing well, but have a distorted impression that he is and this could interfere with his learning. This suggests that students are not always aware of what they are capable of and therefore good communication between the students and teachers is needed, so that students can be helped by teachers. The fact that students felt that the most important reason influencing their feelings towards the subject teacher is his style of teaching supports the importance of good communication between the two. Moreover, some students felt that their performance was more determined by how well they understood the subject, i.e. how well they were taught than by their natural ability.

Secondly it is suggested that in their efforts to improve their relationship with students, teachers should pay special attention to poor performers in class. This survey revealed that teachers tend to feel negative about these students. It was encouraging, however, that it was not the sort of negativism that was personal, but directly related to their performance and behaviour. In the description of these students, teachers included such factors as lack of interest, lazy, noisy, poor concentrator and poor performer. It can be seen that these are the sort of factors which if improved would foster learning. So it would be a good idea if teachers concerned tried different

approaches and perhaps they might succeed in motivating these students.

A classroom teacher may not do formal counselling. However, he could do counselling arising from his classroom situation. The teacher can observe how his students do various things, for example, how they work, play, relate to other pupils and teachers. He can also observe their interests and social abilities.

If possible a teacher should record some of these observations for later use. At the same time it is possible to exercise his guidance immediately, if necessary, or he could have short talks later with the students he feels need some guidance. If he feels a talk with the parents of the student would help, he can go ahead and have it.

The above implies that teachers should know their students as individuals. This includes his physical, mental and emotional capabilities in relation to his environment. He should be acquainted with current cultural forces which influence young people and patterns of behaviour that students have used to successfully meet problems at home and at school. He should also have some knowledge of various counselling techniques. It is the type of behaviour where disturbances are deeply engraved within a student and which the teacher feels unable to handle that should be referred to specialists.

Suggestions for further research

For further research it is recommended that, since ability to perform well was found to be the most influential attitudinal factor in relation to hypothesis 1 and 2, a further study in its measurement would be of use. This would mean that the task of studying students attitudes would be more simplified and so would attempts of trying to help students, since these would be related to ability.

APPENDIX APILOT STUDY:FIRST QUESTIONNAIRE

S (A)

INSTRUCTIONS: Below are a number of statements about education. We want to know what you feel about this subject. Please read the statements carefully and then,

(i) Put a tick (✓) if you fully agree with a statement.

(ii) Put a cross (X) if you do not fully agree with a statement.

agree	don't agree	1. I am intensely interested in Education.
agree	don't agree	2. I go to school only because I am compelled to.
agree	don't agree	3. I am interested in education but think that one ought not to get too concerned about it.
agree	don't agree	4. I like reading thrillers and playing games better than studying.
agree	don't agree	5. Education is of first rate importance in the life of a man.
agree	don't agree	6. Sometimes I feel that education is necessary and sometimes I doubt it.
agree	don't agree	7. I should not do much work if I did not have to pass examinations.
agree	don't agree	8. Education tends to make people snobs.
agree	don't agree	9. I think time spent studying is wasted.

agree	don't agree	10.	It is better for boys and girls to get jobs when they are fourteen than to continue at school.
agree	don't agree	11.	It is doubtful whether education has improved the world.
agree	don't agree	12.	I have no desire to have anything to do with education.
agree	don't agree	13.	We cannot become good citizens unless we are educated.
agree	don't agree	14.	More money should be spent on education.
agree	don't agree	15.	I think my education will be of value to me after I leave school.
agree	don't agree	16.	I always read newspaper articles on education.
agree	don't agree	17.	Education does more harm than good.
agree	don't agree	18.	I see no value in education.
agree	don't agree	19.	Education enables us to leave a less boring life.
agree	don't agree	20.	I dislike education because it means that time has to be spent on home work.
agree	don't agree	21.	I like the subjects taught in school but I do not like attending school.
agree	don't agree	22.	Education is doing far more harm than good.
agree	don't agree	23.	Lack of education is the source of all evil.
agree	don't agree	24.	Education enables us to make the best possible use of our lives.

agree	don't agree	25. Only educated people can enjoy life to the full.
agree	don't agree	26. Education does far more good than harm.
agree	don't agree	27. I do not like school teachers so I somewhat dislike education.
agree	don't agree	28. Education is all right in moderation.
agree	don't agree	29. It is enough that we should be taught to read, write and do sums.
agree	don't agree	30. I do not care about education as long as I can live comfortably.
agree	don't agree	31. Education makes people forget God and despise christianity.
agree	don't agree	32. Education is an excellent character builder.
agree	don't agree	33. Too much money is spent on education
agree	don't agree	34. If anything I must admit a slight dislike of education.

APPENDIX A²PILOT STUDY FIRST QUESTIONNAIREINSTRUCTION:

Please read each of the following statements carefully.

Put a check mark (✓) if you agree with the statement.

Put a cross (X) if you disagree with the statement.

There are no right or wrong answers to these questions. People differ in their opinions on them. Just indicate your own opinions by checking those statements with which you agree and placing a cross beside those with which you disagree.

1. No matter what happens, this subject always comes first.
2. I would rather study this subject than eat.
3. I love to study this subject.
4. This subject is of great value.
5. This subject has got a strong attraction for me.
6. I really enjoy this subject.
7. This subject is profitable to everybody who takes it.
8. This subject develops good reasoning ability.
9. This subject is very practical.
10. Any student who takes this subject is bound to be benefited.
11. This subject teaches me to be accurate.
12. This subject is a universal subject.
13. This subject is a good subject.
14. All of our great men studied this subject.

15. This subject is cultural.
16. All lessons and all methods used in this subject are clear and definite.
17. This subject is o.k.
18. I am willing to spend my time studying this subject.
19. This subject is not receiving its due in public high schools.
20. This subject saves time.
21. This subject is not a bore.
22. This subject is a good pass-time.
23. I am careless in my attitude toward this subject, but I would not like to see this attitude become general.
24. I don't believe this subject will do anybody harm.
25. I haven't any definite like or dislike for this subject.
26. This subject will benefit only the brighter students.
27. My parents never had this subject so I see no merit in it.
28. I could do very well without this subject.
29. Average in ability students never take this subject, so it should be eliminated from schools.
30. The minds of the students are not kept active in this subject.
31. I am not interested in this subject.
32. This subject does not teach you to think.
33. This subject is very dry.
34. This subject reminds me of Shakespeare's play - "Much ado about Nothing".
35. I have no desire for this subject.

36. I have seen no value in this subject.
37. I would not advice anyone to take this subject.
38. This subject is based on fogy ideas.
39. This subject is a waste of time.
40. It is a punishment for any one to take this subject.
41. This subject is disliked by all students.
42. I look forward to this subject with horror.
43. I detest this subject.
44. This subject is the most undesirable subject taught.
45. I hate this subject.
46. Whenever I can I do not do homework.
47. I am trying to improve my marks in this subject.
48. I always get low marks in this subject than in the others;
that is why I do not like it.
49. I don't think even if I tried I could improve in this
subject.
50. Most students in the class are better than me in this
subject.
51. List down the subjects you used to like at any time
since you have been in this school and how you
don't, and give reasons why you changed from liking
to disliking them.
52. List down the subjects you used to dislike any time
since you have been in this school but now you like
them, and give reasons why you changed from disliking them
to liking them.
53. Fill in the subject.
 - (a) My best subject is.....
 - (b) My worst subject is.....

54. Fill in the subject

(a) According to me the.....subject
teacher is the best

(b) According to me the.....subject
teacher is the worst.

55. List the subjects:

(a) I feel I can do well in these subjects.....
.....

(b) I feel I cannot do well in these subjects.....
.....

56. I feel that the reason for my not doing very well in
these subjects (list them).....

.....should be put on.....

.....(put a tick on the one you agree with).

(a) on the teacher

(b) on myself

(c) on both of us

(d) not on any of us but.....

(Put what you think should be blamed.)

57. Give some suggestions why you think the person or the
point you have ticked should get the blame.

Reasons:

(1).....

(2).....

(3).....

(4).....

(5).....

(6).....

APPENDIX A³

S(C)

INSTRUCTIONS:

The following is a list of statements which might be answered as true, false, or uncertain. If you believe the statement true of your father, encircle the "True" in front of the statement; if false encircle the "False" and if your answer might be "Yes & and No" or "Not Certain" encircle the "?".

- | | | | |
|------|---|-------|--|
| True | ? | False | 1. I consider myself very close to my father. |
| True | ? | False | 2. My father generally has good reasons for any requests he might make. |
| True | ? | False | 3. I would like to be the same kind of a parent that my father has been. |
| True | ? | False | 4. I believe that my father underestimates my ability. |
| True | ? | False | 5. I believe my father finds fault with me more often than I deserve and seems never to be satisfied with anything I do. |
| True | ? | False | 6. I believe my father has less respect for my opinions. |
| True | ? | False | 7. In my estimation my father is insufficiently interested in whether or not I have friends. |

- True ? False 8. In my judgement my father did not
treat me fairly when I was young.
- True ? False 9. I believe that my father is one of the
most admirable persons I know.
- True ? False 10. My father has been one of the best
friends I have ever had.
- True ? False 11. My father considers the rearing of his
children his most important job in life.

In each of the following you are given a preliminary
statement which can be completed in any one of the five ways or
a question which can be answered in any one of five ways.
Check (✓) whichever one of the alternative choices most
closely approximates your opinion or feeling.

12. My father.....

- (a) takes very great interest in every-
thing that concerns his children;
- (b) takes a moderate amount of interest
in things which concerns his children;
- (c) does not take very much interest in
things which concerns his children;
- (d) takes little interest in things
which concern his children.

13. I get along with my father.....

- (a) very well
- (b) well
- (c) fairly well
- (d) not very well
- (e) poorly.

14. In regard to taking my father into my confidence I.....
- (a) feel free to ask him intimate questions;
 - (b) often ask him intimate questions;
 - (c) sometimes ask him intimate questions;
 - (d) rarely if ever ask him intimate questions;
 - (e) wouldn't think of asking him any intimate questions.
15. Check whichever of the following terms best describes your feelings towards your father.
- (a) I idealize my father;
 - (b) I admire my father;
 - (c) I respect my father;
 - (d) I do not particularly respect my father;
 - (e) I do not respect my father at all.
16. Check whichever of the following descriptions most nearly fits your father.
- (a) is always critical of his children, and nothing his children do ever seems to please him;
 - (b) is rather critical of his children and is not often pleased by what his children do;
 - (c) is not very critical of his children, but on the other hand does not show particular pleasure at what his children do;

- (d) often shows pleasure at what his children do, and often praises them for their accomplishments;
- (e) very seldom complains about his children, and is liberal in his praise of them.

17. I consider my father...

- (a) always willing to think only the best of his children;
- (b) generally inclined to think well of his children;
- (c) neither inclined to think only well or only poorly of his children.

18. My father....

- (a) never does little things for his children to show affection or consideration;
- (b) rarely does little things for his children to show affection or consideration;
- (c) sometimes does little things for his children to show affection or consideration;
- (d) often does little things for his children to show affection or consideration;
- (e) is always doing little things for his family (children) to show affection or consideration.

19. In my opinion, my father...

- (a) is so attached to his children that he wants to have them around all the time;

- (b) likes to spend a little of his time with his children;
- (c) likes to spend time with his children;
- (d) does not like to spend time with his children;
- (e) dislikes very much spending any of his time with his children.

Following is a list of traits of personality. If in your opinion your father possesses a trait in a very great degree, encircle "A" in front of the trait. If he possesses the trait to a greater than average degree, encircle the "B"; if he possesses the trait to about an average extent encircle the "C"; if he possesses the trait to a less than average extent encircle the "D" and if he possesses the trait only to a very slight degree or not at all encircle the "E" in front of the trait.

A	B	C	D	E	20.	Fair
A	B	C	D	E	21.	Selfish
A	B	C	D	E	22.	Helpful
A	B	C	D	E	23.	Sarcastic
A	B	C	D	E	24.	Considerate
A	B	C	D	E	25.	Bossy
A	B	C	D	E	26.	Agreeable
A	B	C	D	E	27.	Kind
A	B	C	D	E	28.	Envious
A	B	C	D	E	29.	Affectionate
A	B	C	D	E	30.	Understanding

- | | | | | | | |
|---|---|---|---|---|-----|-------------|
| A | B | C | D | E | 31. | Cold |
| A | B | C | D | E | 32. | Suspicious |
| A | B | C | D | E | 33. | Sympathetic |
| A | B | C | D | E | 34. | Courteous |
| A | B | C | D | E | 35. | Trustful |

APPENDIX A⁴PILOT STUDY FIRST QUESTIONNAIRE

S(D)

INSTRUCTIONS: Answer each item by writing one letter (A, B, C, D or E) in the space provided. The meaning of these letters is:

- A. rarely or almost never true for me;
- B. sometimes but unfrequently true for me;
- C. occasionally true to me;
- D. very often true for me;
- E. true for me all or most of the time.

- S ___ 1. My own decisions regarding problems I face do not turn to be good ones.
- O ___ 2. I find it easy to exert considerable influence over some of my friends.
- O ___ 3. When others make an error in my presence I am almost certain to point it out to them.
- O ___ 4. When others fail to agree with me on some topic I know well, I am somewhat "taken back" by this.
- S ___ 5. I find that I feel the need to make excuses or apologize for my behaviour.
- S ___ 6. If someone criticizes me on my face it makes me feel very low and worthless.
- S ___ 7. I change my opinion (or the way I do things) in order to please my friends.

- S 8. I find it hard to take a genuine interest in the activities of some of my friends.
- S 9. I regret my own past action I have taken when I find that my behaviour has hurt someone else.
- O 10. I am critical of the dress, manner, or ideas of some of my friends.
- O 11. Some of my friends consistently do things of which I disapprove.
- S 12. It worries me to think that some of my friends or acquaintances may dislike me.
- O 13. I find it hard to accept some minority group members as equals.
- S 14. I feel inferior as a person to some of my friends.
- S 15. I have to be careful at parties and social gatherings for fear I will do or say things that others won't like.
- S 16. It bothers me because I cannot make up my mind soon enough or fast enough.
- O 17. I think that a large share of the world's ills are due to certain groups of people who are basically stubborn, dishonest or inferior.
- S 18. I feel that I have very little to contribute to the welfare of others.

- S ____ 19. When I am first getting to know a person I try to size him or her up to see where in I am better (or not as good as this other person).
- S ____ 20. Students who get elected to honour societies are mostly grinds or people with the right sort of pull.
- O ____ 21. One cannot be too careful in his efforts not to hurt other people because some people are just naturally hard to deal with.
- O ____ 22. Becoming a close friend to another person always involves a risk and may turn out not to benefit one of the persons.
- O ____ 23. I feel that I might be a failure if I don't make certain changes in my behaviour (or my life).
- S ____ 24. It takes me several days or longer to get over a failure that I have experienced.
- O ____ 25. On the whole college students are not very mature socially or emotionally.
- O ____ 26. Some people whom I know become conceited or "hard to live with" when they experience some success or receive some honor.
- S ____ 27. When meeting a person for the first time, I have trouble telling whether he(or she) likes (or dislikes) me.
- O ____ 28. At least one of my friends depends upon me for advice and help with decisions he has to make.

- O _____ 29. One cannot afford to give attention to the opinions of others when he is certain he is correct.
- O _____ 30. I become paniky when I think of something I have done wrong (or might do wrong in the future).
- S _____ 31. Although people sometimes compliment me, I feel that I do not really deserve the compliments.
- S _____ 32. I regard myself as different from my friends and acquaintances.
- O _____ 33. One soon learns to expect very little of other people.
- O _____ 34. I keep still or tell "little white lies" in the company of my friends so as not to reveal to them that I am different (or think differently) for them.
- O _____ 35. The "success" of most people whom I know stems primarily from the hardships they got.
- O _____ 36. The success and social standing of others means little to me unless they can prove themselves to be loyal personal friends.
- S _____ 37. My feelings are easily hurt.
- S _____ 38. As I think about my past there are some points about which I feel shame.
- S _____ 39. I think I would be happier if I didn't have certain limitations.

- O ___ 40. I am not concerned with the opinions of others as long as I am fairly certain I am headed toward my goals.
- S ___ 41. I doubt if my plans will turn out the way I want them to.
- S ___ 42. I think that I am too shy.
- S ___ 43. In class or in a group, I am unlikely to express my opinion because I fear that others may not think well of it (or of me).
- O ___ 44. I find it hard to sympathize with people whose misfortunes I believe are due mainly to their own shortcomings.
- O ___ 45. People who fail to work toward the attainment of respectable goals can depend upon no help from me when they are in trouble.
- S ___ 46. I criticize myself afterwards for acting silly or inappropriately in some situations.
- O ___ 47. Strikers, extreme conservatives or extreme radicals have only a nuisance value as far as I am concerned.
- O ___ 48. Some people are always trying to get more than their share of good things in life.
- O ___ 49. A small group of unmannered people stir up most of the troubles which we read about in the newspapers.
- S ___ 50. If I hear that someone expresses a poor opinion of me, I do my best the next time I see this person to impress him (or her) as favourably as I can.

PILOT STUDY FIRST QUESTIONNAIRE

S(E)

INSTRUCTIONS:

Please indicate your agreement or disagreement with each of the following statements by marking them as follows:

(✓) Mark with a check if you agree that the statement applies to this teacher.

(x) Mark with an X if you disagree that the statement applies to this teacher.

1. know the subject
2. grades fairly
3. uses good English
4. makes cheating seem undersirable to the student
5. gives individual help willingly
6. can see a question from the pupil's point of view
7. gives test questions which are clearly understood.
8. understands young people
9. is a natural leader
10. is uniformly well liked
11. uses a vocabulary best suited to the average student
12. can talk well on many subjects
13. has a keen sense of humor
14. weighs facts before making decisions
15. inspires students with confidence in their own abilities

16. recognizes the right to difference of opinion
17. seems never to tire of teaching
18. is a good entertainer outside of class
19. satisfies only the dull students
20. uses meaningful gestures
21. exalts accuracy with no regard for speed
22. has no hobby in life
23. uses personal illustration too often
24. does not follow the text book closely enough
25. is too lenient
26. is not serious enough
27. depends too much on text books
28. is too reluctant to change
29. is frequently impatient
30. becomes greatly concerned for petty disturbances
31. frequently makes unreasonable requests
32. causes the student to feel inferior
33. frequently shows lack of preparation
34. makes vague assignments
35. does nothing to correct the poor study habits of students
36. fails to teach students how to study
37. is a poor teacher
38. is a bore
39. is not interested in the subject taught
40. does nothing to interest the student
41. frequently seeks to embarrass the slow student because of his lack of ability

- 42. becomes angry if one differs with him/her
- 43. is frequently "two-faced"
- 44. is a disgrace to the community
- 45. grades unfairly

APPENDIX A⁶PILOT STUDY FIRST QUESTIONNAIRE

S(F)

INSTRUCTIONS: Below is a list of items. Place a check (✓) mark before each statement with which you agree, and put a cross (×) with which one you disagree. This test will in no way affect your standing in school.

- | | | | |
|-------|-------------|-----|--|
| agree | don't agree | 1. | A high school education is worth a million shillings to any young person |
| agree | don't agree | 2. | High school develops self reliance. |
| agree | don't agree | 3. | A high school education will help one to be a good citizen. |
| agree | don't agree | 4. | It helps one to get a job if he has a high school certificate. |
| agree | don't agree | 5. | I would rather go to high school than stay at home. |
| agree | don't agree | 6. | I like to do school work. |
| agree | don't agree | 7. | I don't like to associate with people who haven't got a high school education. |
| agree | don't agree | 8. | High school has its drawbacks but I like to go. |
| agree | don't agree | 9. | I don't care about high school, but I think one ought to. |
| agree | don't agree | 10. | High school is alright but I do not like it. |

- agree don't agree 11. High school may be alright, but
I do not think it does any good.
- agree don't agree 12. There are too many rules and
regulations in schools.
- agree don't agree 13. My classes are very uninteresting.
- agree don't agree 14. I can learn more working on a job
than in high school.
- agree don't agree 15. A high school graduate is often
worse religiously than he was before
going to high school.

APPENDIX BPILOT STUDY SECOND QUESTIONNAIRE

S.A.

INSTRUCTIONS: for Q1, 2.

Read each statement carefully and number in the order of your preference, as concerns what is asked in each number. The numbering from 1-7 should be done in box beneath each question number. Number 1 for what you prefer most, continue ordering until you get to 7 for what you prefer least.

1. I like my subject in this preference order
2. My subjects are clear to me in this preference order.
3. I perform well in my subjects in this order.

Subjects	Q1	Q2	Q3		Q4	Q5	Q6	Q7	Q8
English				English Teacher					
Chem.				Chem. Teacher					
Maths				Maths Teacher					
Physics				Physics Teacher					
Biology				Biology Teacher					
History				History Teacher					
Geography				Geography Teacher					

INSTRUCTIONS for Q4-8

Read each statement carefully and number in the order of what you think is true in relation to your subject teachers. The numbering from 1-7 should be done in the box beneath each question number. Number 1 in the box beside the subject teacher you think the statement to be most true of, and continue until you number 7, for the subject teacher you think the statement to be least true of.

1. According to me subject teachers give individual help to students in the class in this order.
2. According to me subject teachers grade fairly in this order.
3. According to me subject teachers understand young people in this order.
4. According to me subject teachers explain their lessons clearly in this order.
5. According to me subject teachers make their lessons interesting, in this order.

APPENDIX C

THE MAIN STUDY QUESTIONNAIRE

STUDENTS' ATTITUDES AND SCHOOL PERFORMANCE

FORM A

My name is Lavera Wako from the University of Nairobi. I am interested in finding out why pupils do well or poorly in school. Please help me by giving me accurate and full information about yourself as below.

Thank you.

1. Name of school.....
2. Your name (Surname first).....
3. Sex.....
4. Age:.....
5. Ethnic origin (or tribe):.....
6. Class or form:.....
7. Father's name.....his education level:.....
8. Father's occupation:.....what organization:
9. Mother's name:.....her education level:.....
10. Mother's occupation:.....her organization
11. Residential address:.....

12. List by name your brothers and sisters, including yourself, in order of birth:

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....
- 7.....

13. Are you a boarderAre you a day scholar?

14 (a) If a boarder say why?

- 1.....
- 2.....
- 3.....

(b) If a day scholar say why?

- 1.....
- 2.....
- 3.....

FORM A - 1

INSTRUCTIONS.

1. a. On the table provided below indicate how well you think you perform in each subject by putting a 1 (one) against the subject you do best in, a 2 (two) against the next best and so on up to 7 (seven) for the subject in which you do least well.
- b. Then do the same for each of the reasons listed on the left side of the table using number 1-7.

		English	Chemistry	Maths	Physics	Biology	History	Geography
1	a. I feel I perform in my subjects in this preference order.							
1	b. I perform the way I do in each subject because of :							
	<u>The way I work in the subject</u> -----							
	a. I work hard							
	b. I don't work hard							
	<u>The way I understand the subject</u> -----							
	a. I understand it easily							
	b. I don't							
	<u>Because of the way I feel toward the teacher</u> -----							
	a. I like the teacher							
	b. I don't							
	<u>Of my natural ability</u> -----							
	a. I am naturally good							
	b. I am not							
	<u>Of the way the subject is taught</u> -----							
	a. It is interesting							
	b. It is not interesting							
	<u>It is valuable for my future</u> -----							
	a. It is valuable							
	b. Not very valuable							
	<u>Because of other reasons, such as</u> -----							
	a.							
	b.							
	c.							

FORM A - 2

INSTRUCTIONS.

- 2 a. On the table provided indicate how much you like each subject by putting a 1 (one) to show the subject you like most, 2 (two) the subject you like next best and so on up to 7 (seven) for the subject you like least.
- b. Then do the same for the reasons listed on the left side of the table using number 1-6.

	English	Chemistry	Maths	Physics	Biology	History	Geography
2 a. I like my subjects in this preference order							
2 b. The reason why I like the subjects in this preference order are:							
<u>Because of their value to me in future</u>							
a. It will be useful							
b. It will not be very useful							
<u>Because of the way it interests me</u>							
a. It interests me very much							
b. It does not interest me							
<u>Because of the marks I get in it</u>							
a. I get good marks							
b. I do not get good marks							
<u>Because of the way it is taught</u>							
a. It is interestingly taught							
b. It is not interestingly taught							
<u>Because of the amount of homework given</u>							
a. A lot of homework is given							
b. Not much homework is given							
<u>Because of other reasons, such as</u>							
a.							
b.							
c.							

FORM A - 3

INSTRUCTIONS.

- 3 a. On the table provided below indicate how much you like the different subject teachers by a 1 (one) for the teacher you like the most, 2 (two) for the teacher you like next best and so on up to 7 (seven) for the teacher you like least.
- b. Then do the same for the reasons on the left side of the table using numbers 1-6.

	English teacher	Chemistry teacher	Maths teacher	Physics teacher	Biology teacher	History teacher	Geography teacher
3. a. I like my subject teachers in this preference order.							
3. b. The reasons why I like my subject teacher is in the preference order I indicated are:							
<u>Because of his/her ethnic group</u>							
a.							
b.							
<u>Because of his/her sex</u>							
a. He is male							
b. She is female							
<u>Because of his/her age</u>							
a. He/She is young							
b. He/She is old							
<u>Because of how he/she teaches</u>							
a. He/she is interesting							
b. He/she is not interesting							
<u>Because of the family he/she comes from</u>							
a. A rich family							
b. A poor family							
<u>Because of other reasons, such as</u>							
a.							
b.							
c.							

APPENDIX D: Correlation Results of Hypothesis 1 Factor 4
(1) between Expected Performance and Various Subject
Related Attitudes

English	Chemistry	Maths	Physics	Biology	History	Geography
.9593	.9597	.9705	.9655	.9610	.9509	.9555
.9613	.9450	.9806	.9674	.9644	.9320	.9412
.9729	.9743	.9924	.9793	.9567	.9452	.9599
.9681	.9654	.9687	.9718	.9610	.9481	.9501
.9732	.9787	.9426	.9575	.9608	.9584	.9613

APPENDIX D: (2)

English	Chemistry	Maths	Physics	Biology	History	Geography
.9667	.9671	.9734	.9540	.9360	.9625	.9437
.9482	.9671	.9315	.9687	.9409	.9458	.9238
.9669	.9712	.9653	.9637	.9599	.9369	.9405
.9567	.9679	.9599	.9756	.9687	.9508	.9171
.9629	.9690	.9594	.9625	.9748	.9627	.9490

APPENDIX D: (3)

English	Chemistry	Maths	Physics	Biology	History	Geography
.9741	.9466	.9328	.9505	.9170	.9720	.9409
.9756	.9525	.9603	.9768	.9159	.9618	.9517
.9702	.9475	.9613	.9796	.9261	.9709	.9397
.9584	.9456	.9517	.9818	.9222	.9534	.9330
.9367	.9537	.9507	.9606	.9345	.9342	.9576

APPENDIX D: (4)

English	Chemistry	Maths	Physics	Biology	History	Geography
.9600	.9357	.9248	.9135	.9274	.9296	.8848
.9617	.9474	.9417	.9291	.9004	.9048	.9013
.9396	.9435	.9439	.9517	.9139	.8774	.9039
.9361	.9385	.9378	.9509	.9248	.9139	.8757
.9052	.9348	.9309	.9617	.9409	.9113	.9278

APPENDIX E: Correlation Results of Hypothesis 2 Factor 4
 (1) Between Expected Performance and Various
 Subject Teacher Related Attitudes

English	Chemistry	Maths	Physics	Biology	History	Geography
.95	.92	.92	.97	.87	.95	.82
.96	.90	.94	.9492	.90	.9091	.90
.98	.87	.97	.9503	.88	.9085	.88
.940	.80	.96	.9385	.80	.80	.77
.947	.96	.90	.82	.99	.96	.96

APPENDIX E: (2)

English	Chemistry	Maths	Physics	Biology	History	Geography
.78	.56	.71	.76	.80	.75	.83
.51	.53	.93	.69	.34	.66	.75
.54	.74	.94	.56	.63	.81	.76
.79	.42	.83	.55	.36	.55	.64
.60	.85	.60	.67	.68	.84	.55

APPENDIX E: (3)

English	Chemistry	Maths	Physics	Biology	History	Geography
.9271	.9113	.9083	.8857	.8835	.8737	.8940
.9293	.9090	.8917	.9173	.8992	.8887	.8511
.9339	.9195	.9368	.9519	.8684	.8744	.871
.9356	.8316	.8895	.9557	.7639	.8301	.7865
.9263	.9165	.9143	.9301	.8722	.9338	.9444

APPENDIX E: (4)

English	Chemistry	Maths	Physics	Biology	History	Geography
.98	.97	.97	.70	.63	.60	.52
.73	.70	.56	.69	.62	.56	.53
.81	.60	.62	.86	.60	.54	.58
.79	.48	.82	.73	.58	.50	.52
.68	.64	.67	.68	.69	.68	.75

APPENDIX F: Correlations between Expected Performance
(1) and Various Performance Related Attitudes

English	Chemistry	Maths	Physics	Biology	History	Geography
.9606	.9633	.9558	.9721	.0575	.9525	.9434
.9802	.9681	.9787	.9646	.9637	.9359	.9527
.9426	.9613	.9549	.9632	.9787	.9503	.9586
.9839	.9789	.9615	.9729	.9597	.9484	.9670
.9699	.9694	.9566	.9723	.9481	.9518	.9635
.9327	.9562	.9456	.9679	.9685	.9668	.9547

APPENDIX F: (2)

English	Chemistry	Maths	Physics	Biology	History	Geography
.9609	.9694	.9651	.9542	.9391	.9312	.9472
.9754	.9470	.9670	.9472	.9607	.9595	.9323
.9258	.9500	.9569	.9415	.9478	.9408	.9420
.9665	.9732	.9619	.9595	.9667	.9726	.9226
.9417	.9508	.9629	.9567	.9577	.9720	.9456
.9623	.9712	.9637	.9550	.9641	.9585	.9546

APPENDIX F: (3)

English	Chemistry	Maths	Physics	Biology	History	Geography
.9451	.9313	.9372	.9672	.9099	.9532	.9367
.9865	.9505	.9335	.9727	.9037	.9498	.9435
.8828	.9596	.9475	.9670	.9303	.9397	.9406
.9692	.9729	.9581	.9682	.9640	.9732	.9596
.9443	.9547	.9502	.9795	.9377	.9655	.9389
.9355	.9717	.9429	.9544	.9426	.9520	.9635

APPENDIX F: (4)

English	Chemistry	Maths	Physics	Biology	History	Geography
.9354	.9404	.8985	.9054	.9165	.9077	.9027
.9423	.9308	.9404	.9238	.9119	.9442	.9112
.9423	.9308	.9088	.9531	.9246	.9088	.9227
.9685	.9720	.9415	.9454	.9442	.9319	.9377
.9450	.9608	.9313	.9330	.9558	.9208	.9335
.9288	.9577	.9396	.9362	.9335	.9100	.9425

APPENDIX G

The most important attitudinal factor students considered

as influencing their performance

Arrange these statements in order of importance as you think they influence your performance in the given subjects.

I perform the way I do because of:

		English Chem. Maths Phy. Bio. Hist. Geog. Class Over-								11			
										T	P	T	P
1. The way I work in the subject	Q1 Subject	2A	4	4	4	2	5	2	6	27			
		2E	4	3	2	4	6	6	2	27			
		2G	3	6	5	4	5	3	6	32			
		2H	5	4	6	6	5	6	6	38			
		T	16	17	17	16	21	17	20				
		P	4	4	5	3	6	5	6			33	5
2. The way I understand the subject	Q2 Subject	2A	2	3	1	5	3	6	5	25			
		2E	1	6	1	5	3	3	5	24			
		2G	1	5	6	2	6	5	3	28			
		2H	3.5	5.5	2	5	6	1	5	28			
		T	7.5	19.5	10	17	18	15	18				
		P	1	6	2	4	5	4	5			28	4
3. The way I feel towards the teacher	Q2 Subject	2A	5	5	5	6	1	4	3	29			
		2E	6	5	6	6	5	5	4	37			
		2G	6	3	3	5	4	6	4	31			
		2H	3.5	5.5	5	1	4	5	4	28			
		T	20.5	18.5	19	18	14	20	15				
		P	5	5	6	5	4	6	4			36	6
4. My natural ability	Q4 Subject	2A	1	1	2	3	4	5	1	17			
		2E	2	1	5	1	1	1	6	17			
		2G	2	1	1	3	1	1	2	11			
		2H	1	1	1	2	2	2	2	11			
		T	6	4	9	9	8	9	11			9	1
		P	1	1	1	2	1	1	2				
5. The way the subject is taught	Q5 Subject	2A	3	2	3	1	6	3	2	20			
		2E	5	4	4	2	4	2	3	24			
		2G	4	4	2	1	3	2	5	21			
		2H	2	2	4	4	1	3	3	19			
		T	14	12	13	8	14	10	13			18	2
		P	3	2	3	1	3	2	3				
6. It is valuable to my future	Q6 Subject	2A	6	6	6	4	2	1	4	29			
		2E	3	2	3	3	2	4	1	18			
		2G	5	2	4	6	2	4	1	24			
		T	20	13	16	16	9	13	7				
		P	5	3	4	6	2	3	1			24	3

T - Total

P - Position in importance for each attitudinal factor.

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