TEACHERS ATTITUDE AND STUDENTS' ACHIEVEMENT IN SELECTED PRIVATE SECONDARY SCHOOLS IN RUBAVU DISTRICT, RWANDA

A Thesis
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In Partial Fulfillment of the Requirements for the Degree Master in Educational Management and Administration.

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August, 2012
DECLARATION A

I declare to the best of my knowledge that the Thesis "Teachers Attitudes and Students’ Achievement in Selected Private Secondary Schools in Rubavu District, Rwanda" is my own work and has not been submitted before to any other University or institution of learning.

Signature of candidate

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DECLARATION B

This Thesis entitled Teachers attitudes and students' achievement in selected private secondary schools in Rubavu District, Rwanda has been done under my supervision and submitted to the College of Higher Degrees and Research (CHDR) for examination with my approval as the supervisor.

Dr. (Mrs) Ijeoma Anumaka

Signature
(Supervisor)

Date
DEDICATION

This book is dedicated to my first born Lucky David Muyoboke (The fighter) telling him that achievement is also waiting for him.

My special dedication goes also to my beloved wife Mrs Mukansanga Donatille for the way she supported me during my hard periods of studies, which finally led to the fulfillment of my courses.

I also extend my dedication to my mother Ntigasubizwa Rahab, my late father Kadehero philipp (May his soul rest in peace), my brother Kumba Muyoboke, Gato Etienne and his family, Nsengiyumva Marc and his family, my sisters Nyiramadirida Saverine, Ntakirutinka Rachel, Mvugwanumva Esther, Vumiliya Maombi Beatrice.

Finally my dedication goes to my friends Simbankabo Sammuel Bolingo, Tuyishimire Sammuel and his family, for their remarkable support which enabled me to finish this level of studies.
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This study is entitled "Teachers Attitudes and Students Achievement in selected Private Secondary schools in Rubavu District, Rwanda". This study was carried out in fourteen private secondary schools. The objectives of this study were: to determine the profile of the respondents in terms of age, gender, education, qualification and working experience; to determine the type of teachers attitudes in selected private secondary schools in Rubavu District, to determine students level of performance in selected private secondary schools in Rubavu District, and to find out if there is any relationship between the degree of teachers attitude and level of students achievement in the selected private secondary schools in Rubavu District. The study used the descriptive survey method design, and data were analyzed using, mean and Pearson's correlation coefficient. The study target population was 142 respondents and it had a sample size 142 respondents. Self administered questionnaires were employed which were researcher made. The findings of the study indicated that majority of the respondents were male (86%) compared to female (14%). The findings revealed also that the majority of the respondents were Bachelor Degree holders (59.1%) whereas the Diploma holders were at (22.5%) and certificate holders at (18.3%). The study also revealed that the most experienced teachers are ranging between 6-10 years of teaching. The level of students' achievement was high in 2010 with the range mean of (2.5) whereas in 2011 with the range mean of (2.3). This shows that the level of teachers attitude tend to be negative which affected the level of students achievement. The findings also revealed a positive relationship between the level of teachers' attitude and the level of students' achievement with a sig.value of 0.000 and r-value of 0.01. It was recommended that the Government of Rwanda especially the Ministry of Education should also give support to private schools, either financially or materially in order to promote quality education among all Rwandese and control seriously the type of education which is provided in private schools. Areas of further studies suggested included: Staff conditioning and schools efficiency, School facilities and students' performance, School management and students effectiveness, The implementation of Nine and Twelve Years Basic Education policy in Rwanda and Students performance.
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CHAPTER ONE
THE PROBLEM AND ITS SCOPE

Background of the study

Before the coming of colonialist in Rwanda, Education was informal and delivered largely through the family. Training was also delivered through “amatorero” training schools. These courses included the military and war skills, iron smith and foundry, poetry, basket making. In the colonial days, education developed because of the initiatives of Christian missionaries whereby education was available to a small elite group and another group of Rwandese remained illiterate or poorly educated (MINEDUC 2003)

From 1962 after independence, education system in Rwanda underwent so many reforms, so that it could cater for the needs of Rwandese people, whereby the six primary school years were replaced by eight years of primary school, and the vocational schools were started for those who failed to access the secondary education. After the 1994 genocide in Rwanda, the Government of Unity started new reforms whereby the main one was the changing of the medium of instruction. French which was used before was replaced by English and teachers were required to shift and adopt that new policy. This had a great impact on teachers who most of them were used to teach in French and of cause it affected the students’ performance. (MINEDUC 2003)

The country's literacy rate defined as those aged 15 or over who could read and write, was 71% in 2009, up from 38% in 1978 and 58% in 1991. The amounts of teachers who were qualified in the secondary school were only 36% and 33% for lower and upper secondary respectively. This means that Rwanda was not able to produce a highly skilled workforce, especially when considering the large proportion of teachers who were not qualified to teach the secondary school pupils. Most of the teachers, felt that they have been poorly paid. Most of the secondary school teachers are studying for
higher qualification that is not for teaching. This shows that the incentive for further education is low and there are other jobs that have a higher benefit as compared to teaching in Rwanda. Overall, the lack of quality in the education system, such as the standards of the teachers, lack of facilities and resources makes schooling unattractive. (TSC report 2003).

According to Rechard Chaefer 2003, since a long time ago a teacher underwent many stresses whereby he served at the same time as the instructor, a disciplinarian, and an employee. This did not spare the educational sector in Rwanda which faces many problems whereby teachers undergo consequences of not being well paid, sometimes according to their level of studies. This started since a long time ago, where in order to have adequate education, some parents started their private schools (PPS) and hired teachers for their own interests. However, government aided, public schools are sponsored by the government, whereas private schools depend on the number of students they have and tuition they pay. From this, in many private schools, teachers’ salaries are not given on time, depending on how students pay their school fees.

Three factors lead students to attend private secondary schools: A student may not have chance of going in upper level in public school after sitting for National Examination; or he may have passed the National Examination and not be able to attend the school which is far from his home, and finally sometimes parents choose private schools for according to some extent they provide quality education than public schools. (NCDC 6 year plan 2004-2009).

It is then these factors that make the mixture of private students with different levels and it is up to the teacher to manage this diversity in order to get adequate outcome.
**Statement of problem**

The teachers’ attitudes and students achievement is a big challenge, because students’ performance seems to be poor. The possible causes of this students’ poor performance could be due to teachers poor motivation, inefficient salary, poor accommodation, and general poor working conditions. This has made some teachers to decide to run their own businesses, such as farming, being employed at two different institution, and moreover some are leaders in local government, whereby they are sometimes needed to attend different meetings regardless their teaching time table. (TSC Report 2010).

The teaching profession is feeling pressure in three of the following areas:

1) The amount of formal schooling required for teaching remains high and now the public has begun to call for new competency examinations for teachers.

2) Teachers’ salary is lower than those of many professionals and skilled workers.

3) The over all prestige of the teaching professional has declined. Many teachers have become disappointed and frustrated and have left educational world for other professions and those who still remain in Education seem not to do their work well hence students’ poor achievement. (TSC Report 2010).

**Purpose of study**

The purpose of this study is to:

1. Test the hypotheses of no significant relationship between the degree of teachers’ attitudes and the level of students’ achievement.

2. To validate Herzerberg’s two factor theory of motivation (1959)

3. To generate data and add to additional knowledge on the topic under study.
Research objective

General
To find out the relationship between teachers’ attitudes and students achievement in private secondary schools in Rubavu District, Rwanda.

Specific
1. To determine the profile of respondents in terms of gender, age, experience, and qualification in the selected Private Secondary Schools in Rubavu District.
2. To determine teachers’ attitude in selected Private Secondary Schools in Rubavu District.
3. To determine the degree of students’ performance in selected Private Secondary Schools in Rubavu District.
4. To find out if there is any relationship between the type of teachers’ attitudes and level of student’s achievement in selected Private Secondary Schools in Rubavu District.

Research Questions
1. What are the demographic characteristics of the respondents in terms of age, gender, qualification, working experience, salary level in selected Private Secondary Schools in Rubavu District?
2. What is the degree of attitude of teachers in selected Private Secondary School in Rubavu District?
3. What is the level of student’s performance in selected Private Secondary Schools in Rubavu District?
4. Is there any relationship between the nature of teachers’ attitude and level of students’ achievement in selected private secondary schools in Rubavu District?
**Null Hypothesis**

There is no relationship between the degree of teachers’ attitude in private secondary schools and the level of students’ achievement.

**Scope**

**Geographical scope**

This study was carried out in Rubavu District in the western Province of Rwanda, which has fourteen private Secondary schools. It is bordered to the west by the town of Goma in the Democratic Republic of Congo (DRC), in East by the District of Nyabihu, whereas in the north by the Virunga National Park and the south by Rutsiro District. It comprises twelve sectors.

**Theoretical scope**

The researcher used Herzeberg’s two -factor Theory of motivation (1959), based on the assumption that motivator and Hygienic factors are similar for all employees, to prove or disprove its applicability in this study.

**Content scope**

The study put much consideration on teachers Attitudes and Students achievement and assessed the relationship between these two variables.

Teachers’ perception on their work condition, reward, security and commitment, as well as students results were talked about in this work. This work examined whether there is the relationship between students achievement and their teachers attitude.

**Time scope**

The study covered time between April 2011 and August 2012. The study took a long period because the researcher wanted to find more content required for the study.
Significance of the study

This study will enable the researcher to provide more information about how students' achievement is related to teachers' attitude. Moreover, this information will also help other researchers who will conduct further research relating to this topic.

In addition, the researcher also believes that other beneficiaries of this study will include:
The **Ministry of Education**: Findings of this study will help the Ministry of Education to know how students in Private Schools achievement are related to their teachers' attitudes. This will also help to take appropriate measures to enhance the teaching learning process in this particular area.

**Policy Makers**: The research findings will provide guidelines to policy makers in educational sector especially in private secondary schools to establish policies that are appropriate to that particular area in order to pull up teachers' commitment.

**School administrators**: This includes the parent committee, The Head Teachers, and Deputy Head Teachers, Prefects and other school stakeholders. Findings of this research will provide them the good way of administering and managing private schools in order to achieve the school's effectiveness.

**Teachers**: This study will help teachers to know where strong and weak point exists so as to enhance their teaching profession. The outcome of their effort will determine how they have been committed to their work and this will help them to know that there is exactly or not any relationship between their attitudes and their students' achievement.

**Education supervisors**: The research findings will provide supervisors with information about private schools' teachers' attitudes and how it affects students' achievement. Furthermore, it will help them to come up with appropriate measures that can be applied even in other schools, such as government aided, or public schools, in order to enhance the teaching-learning process.

**District Administrators**: As far as schools are directly under supervision of the District, District Administrators will get, through the research findings information about
private secondary schools are participating either positively or negatively in educating Rwandese children, and take appropriate measures to promote private schools education.

**Parents:** Findings of this research will provide information to parents on how children are performing in private schools, their teachers’ attitudes towards their work, and this will help them to make a good and resourceful choice of sending their children to private or government aided/public school.

**Operational Definitions of Key Terms**

The following terms are hereby defined as they are used in this study.

**Teachers’ Attitudes:** refers to the way teachers are committed to their work, motivation, Discipline, job satisfaction and supervision.

**Students’ achievement:** refers to students’ examination results, outcome or performance after sitting for National Examination before going to the other level of studies.

**Teachers’ attitudes and students’ achievement:** In this study, the researcher used these two variables meaning how private secondary teachers’ salary, motivation, working condition, school management, supervision and job security are related or affect students’ National Examination results.

**Profile characteristics** refers to attributes of the respondents in terms of gender, age, qualifications, number of teaching experience, number of qualified teachers and number of licensed teachers.
CHAPTER TWO
REVIEW OF RELATED LITERATURE

Concepts, Opinions, Ideas from Authors/Experts

Teachers' attitude

Robert S. Feldman (1995) defines attitude as a learned predisposition to respond in a favorable or unfavorable manner to a particular person, object, or idea. Attitudes exist in a person's mind. It is a mental state (A. Andrew Micherner and John D. Delamoter (1999).

Citing Bodnhausen and Wyer (1985), A. Andrew Micherner and John D. Delamoter (1999) say that each attitude serve at least one of three functions:

The heuristic/the instrumental function: Through this, we develop favorable attitudes toward objects that aid or reward us, and unfavorable attitudes towards objects that punishes us. Once they are developed, attitudes provide a simple and efficient means of evaluating objects.

Schematic/knowledge function: They provide us with a meaningful environment and guide behavior.

Self and maintained self worth: The third define both the self and maintained self worth. Some attitudes symbolize a person's identification with or membership in particular group sub culture.

According to Bodnhausen and Wyer (1995), we group people, objects and event into categories or schema, and develop simplified attitudes that allow us to treat individuals as members of a category. Then our attitude about that category provides us with meaning with a basis of making inferences about the person.
Patricia Niles Middlebrook (1974) classified three components of attitudes: Cognitive attitude component which includes an individual belief about the attitudinal object. Here a person’s evaluation is based primarily on beliefs about the state “objects appraisal”, Emotional component which says that the important dimension of all attitudes is the emotional reaction to the attitude object. This component is measured on a continuum running from “extremely negative” through “neutral” to “extremely positive”. This is an attitude based more on emotions and feelings than an objective appraisal of pluses and minuses. These can stem from peoples’ values such as basic religious and moral beliefs e.g. abortion, death penalty, premarital sex...). These can also be result of sensory reaction such as liking the taste of chocolate or an esthetic reaction, such as admiring a painting or lines and other can be result of conditioning and Behavioral component which deals with how the person acts in reaction to an object or a group.

Eagly and Chaikin(1998) as quoted by Elliot Aronson; Timoty D. Wilson; Robin M. Kert, (2002), define attitude as an evaluation of a person, object, or idea. Attitudes are evaluative in that they consist of a positive or a negative reaction to something.

David G. Myers (1996), asking weather attitudes determine behavior, asked a question about human nature: What is the relationship between what we are (on the inside) and what we do (on the outside). The speculation about the connection between thought and action, character and conduct. The assumption has been that our private belief and feelings determine our public behavior. So, if we want to alter the way people act, we need to change their heart and mind.

The term attitude frequently is used in describing people and explaining their behavior (Fred Luthans 1999).

According to the Website’s New Dictionary, attitude is the way of acting or behaving, that shows what one is feeling or thinking, state of mind and disposition.

Ernest (1989) created a model defining the relationship among knowledge, beliefs, and attitudes. The model relates specifically to mathematics, but offers insights
into teacher attitudes in general. His model acknowledges the role of beliefs and attitudes, with attitudes defined as a teacher's personal reaction to educational experiences, compounded with other influences. Ernest suggests that a crucial factor in developing beliefs and attitudes through teacher training activities is the form, rather than the content of the learning experiences. An example of how this knowledge is often ignored is when pre-service or in-service activities use a lecture format for presenting training in new and innovative instructional methodologies.

An attitude that reflects an individual's identification with and attachment to the organization itself. A person with a high level of commitment is likely to see himself as a true member of the organization. (Grieffin Ricky W. 1999).

Motivation

John R. Scermerhorn (1996) said that motivation to work is the term used to describe the force with in the individual that account for the level, direction and persistence of effort expended at work. He emphasizes that that the high motivated person works hard.

On the other hand, the force that energizes behavior gives direction to behavior and underlies the tendency to persist. In order to achieve goals, individuals must be sufficiently stimulated and energetic, must have a clear focus on what is to be achieved. John R. Scermerhorn (1996)

Kathryn M Bartol and David C. Martin (1995), explained the Herzerberg’s two theory (1959) of motivation, saying that hygienic factors are necessary to keep workers from feeling dissatisfied and motivated. They say that the implication for managers is to provide hygienic factors to reduce sources of workers dissatisfaction, be sure to include motivators, because they are factors that can motivate workers and lead to job satisfaction.
Motivation explains why people behave the way they do in organizations (Gareth R., 2000).

**Teachers’ commitment**

According to the American Heritage Dictionary of English Language, commitment is the state of being bound emotionally or intellectually to a course of action or to another person or persons: a deep commitment to liberal policies; a profound commitment to the family.

**Supervision**

According to R. Scermerhorn (1996), teachers' teaching practice in schools and needs to be stimulated, motivated, supported, guided, etc. That process is called *supervision*. In teacher education, we see normally two supervisors: the school supervisor who is mostly an experienced teacher in the school whereas the student teachers do their practice, and the institutional supervisor. Teacher education institutions have their own system to supervise student teachers doing their practice. When teachers do their practice in several different countries, they need to be supervised on all places in a way that is consistent for them.

**Job security**

According to Wikipedia, the free encyclopedia retrieved on internet on the 16th August, 2012, job security is the probability that an individual will keep his or her job; a job with a high level of job security is such that a person with the job would have a small chance of becoming unemployed. Job security is dependent on economy, prevailing business conditions, and the individual's personal skills. It has been found that people have more job security in times of economic expansion and less in times of a recession. Also, some laws bolster job security by making it illegal to fire employees for certain reasons. Unemployment rate is a good indicator of job security and the state of the economy and is tracked by economists, government officials, and banks.
Typically, government jobs and jobs in education, healthcare and law enforcement are considered very secure while private sector jobs are generally believed to offer lower job security and it usually varies by industry, location, occupation and other factors.

Personal factors such as education, work experience, job functional area, work industry, work location, etc., play an important role in determining the need for an individual’s services, and impacts their personal job security. Since job security depends on having the necessary skills and experience that are in demand by employers, which in turn depend on the prevailing economic condition and business environment, individuals whose services are in demand by employers will tend to enjoy higher job security. (The Civil Rights Act of 1964).

**Students Discipline**

According to Direct.gov.uk, retrieved 16 August 2012, Students discipline is the system of rules, punishments and behavioral strategies appropriate to the regulation of children and the maintenance of order in schools. Its aim is to control the students’ actions and behavior.

**Students’ achievement**

Ken Messersmith (2004) says student achievement is the ability of a student to support him or herself in this society after completing the educational process. Our value and belief systems are strongly based on economics and accumulation of material wealth. It’s difficult to argue with the fact that the ability to support one economically is a goal of the educational process, but it is not the only goal. If it were, we would not need schools; we could easily achieve success by matching students with professional mentors and letting them learn on the job.

Student success means the ability to: Understand the rights and responsibilities that allow us to function as contributing members of our democracy, cooperate and collaborate with others in work, social, and family settings, make independent decisions.
based on reasoning supported by facts gathered and analyzed by students, relate in a positive and constructive manner with family members and other members of the world community, take responsibility for one’s own actions and act supportively and compassionately toward others. Successful teaching and learning takes place when the teacher and the students solve problems together, share the same values while learning with one another, and develop a sense of confidence and courage as a group in order to seek and meet challenges. Ken Messersmith (2004)

Mc Gregor (1991) argued that African teachers lack quality. This was according to him caused by the fact that previous governments did not encourage education in black schools. This is why many African teachers contributed to poor students’ achievement sometimes because of their under qualification.

Messer smith (2004) also argues that successful teaching can take place when a teacher isn’t afraid to take risks and is comfortable with what he or she knows. If a risk isn’t taken how will the teacher know he or she is making an attempt to reach the children? When a teacher is eager to learn along with their students, they make learning and teaching a fun-filled experience, thus creating an educational partnership between the students and the educator. The teacher and the students encounter problems and develop feasible solutions to those problems. Although they may struggle during the process, with perseverance they can and will achieve success. Thus through time, as a partnership has developed and a joint effort is made from both the teaching aspects as well as the learning aspects success becomes a reality.

Education is a means to success, and once education is received, success is obtained. Therefore, if students are educated from teachers who share similar values, we can all make a difference in the educational process. A student, who learns the meaning of an education, learns the value of an educator and once the student is educated, the outcome is a positive one. Ken Messersmith(2004)
The Government of Rwanda started the Policy of Nine Years Basic Education (9YBE) in 2009 in order to promote Students’ achievement, whereby students gains nine years of free education. From the year 2011, the government of Rwanda adopted again another policy of Twelve Years Basic Education with the same purpose.

**Theoretical Perspectives**

This study on teaches’ attitudes and students’ achievement in selected private secondary schools in Rubavu District was based on Herzerberg two-factor theory of motivation (1959), which is based on the assumption that Motivator and Hygienic factors are similar for all employees.

1. **Motivator factors**

   These are aspects of job content and organizational context that create positive feelings among employees. Challenges of work itself, responsibility, recognition, achievement, advancement, and growth are motivator factors. These factors determine weather a job is existing and rewarding. (Hellriegel/ Jackson, 2002).

2. **Hygienic factor**

   Hygienic factors are the non task characteristics of the work environment, the organizational context, that create dissatisfaction. They include compensation level of responsibility, working condition, company policies, supervision, coworkers, salary, formal status and job security (Hellriegel/Jackson, 2002).

   According to Bamisaie (1983), it is required to pay money in order to attract, retain and develop the staff, for effective functioning of the school.

   This Herzerberg’s two theory of motivation states that when Hygiene needs are not met, workers are dissatisfied, and when hygiene needs are met, workers are not dissatisfied (Garenth R. Jones and Jenifer M., 2003).

   This theory is important to the study because it brings out the factors that affect teachers’ attitude to their work which when met can enable teachers to perform their
work efficiently, therefore achieving the school goals especially high students achievement.

**Related Studies**

**Teachers’ attitude**

A number of studies have been carried out in related area such as, difficult in teaching and students’ performance, teachers’ attitude and student performance in science among others.

Donald Kauchak and Paul Eggen (2002), studied difficulties in teaching, whereby they say that in many parts of the country, and particularly in rural areas and inner cities teachers face many problems. Two of the most common issues involve working condition and salaries. Working conditions are a common concern for a teacher. School leaders appear unsympathetic; parents or other care given, are unresponsive and do not support teachers’ efforts and students sometimes disruptive and unmotivated. Situations like these are important sources of teachers’ stress.

Abel and Sewell, (1999) quoted by Donald Kauchak and Paul Eggen (2002), found that teachers’ stress has been linked to reduce job satisfaction, poor relationship with students decreased teachers’ effectiveness, and teachers’ burnout. They also found other difficulties for example teacher complains about spending so much time on non teaching requirement and duties, such as filling out students’ progress report and other paper work, monitoring hallways before and after school, checking rest rooms for misbehavior, and taking results to and from lunch, that they do not have the time or energy to teach effectively. The common lament is “If they would give me the time and resources I need I could teach these students something”.

Philias Olatunde, citing Bandura (1971) demonstrated that behaviors are acquired by watching another (the model, teacher, parent, mentor, and friend) that performs the behavior. The model displays it and the learner observes and tries to
imitate it. Teachers are, invariably, role models whose behaviors are easily copied by students. What teachers like or dislike, appreciate and how they feel about their learning or studies could have a significant effect on their students.

Ogunniyi (1982) found that students' positive attitude could be enhanced by the following teacher-related factors: Teachers' enthusiasm, teachers' resourcefulness and helpful behavior, and teachers' knowledge of the subject-matter.

(Bruning, Shraw and Ronning (1999) also found that it is difficult to overstate the impact of teachers attitudes on the way they teach and the amount students learn. One of the most important teacher attitudes is a concept called "Personal teaching efficacy", which is teachers' belief that they can promote learning in all students regardless of their background. The most significance characteristic of teachers who are high in personal teaching efficacy is that they take responsibility for the success or failure of their own instruction. High efficacy teachers create high efficacy schools.

Liberman (1956) as quoted by Baldridge and Deal, (1975), found that teachers possess few of the power resources found in other professions. He also pointed out the passivity of their occupational associations. His studies revealed that, they also lack the economic sanctions found in fee professions; their carrier circuits are relatively undeveloped, and their formal and legal status within school system is weak.

Teachers' salaries are another concern. Low salaries frequently are cited as a major reason people either avoid teaching as a career or leave teaching after few years. Salaries will depend on number of factors, such as the local cost of living, and the location of the school district. Chonya (2012) found out that rewards especially teachers salaries affect their efficiency leading to poor attitude towards the teaching profession.

Ingersoll (1997) found that, approximately 13 percent of all teaching jobs were in private schools according the American National Center for Educational Statistics
1997. Their average starting salaries were 30 percent lower than in public schools. This probably is one of the factors that affect teachers’ attitude leading to poor students’ achievement. Private schools often waive the licensing requirement that public school teachers are required by low meet, and they usually do not provide the same insurance benefits than public schools provide. The Teacher’s satisfaction with his teaching career will be influenced by the specific situation in which he works.

Duening N. (2003) found that pay can be used to motivate employees, but a pay plan must create the belief that good performance leads to high levels of pay, minimize the negative consequences of good performance, and create conditions in which rewards other than pay are seen to be related to good performance.

**Students’ achievement**

Laurence- Lightfoot (1983) in his study, distinguished between Physical condition of teaching which are the school facilities and the equipment it contains and Psychological conditions of teaching which is the behavioral and emotional characteristics of the students, administrators, and other teachers. Both can strongly influence students leaning as well as teachers’ satisfaction.

Donald Kauchak (2002) studies, show that the extent to which teachers frequently assess learning and provide students with feedback, contribute to the school effectiveness was poor. He argued that, teachers in effective schools collect a great deal of information about students’ learning progress. These teachers give frequent quizzes and tests, and the assessment measure, and return the assessment shortly after they are given, and the test items are thoroughly discussed. In addition, teachers regularly collect work samples from students and carefully monitor students understanding in class discussions.

According to Bruning, Shraw and Ronning (1999), working with today’s students requires redefined roles for teachers. Traditionally, teacher’s effort was limited to their
work in classroom, and their focus was on academics. Today, Student population requires teachers to think more broadly and to consider their students' overall emotional and physical development in addition to academics growth. Teachers are also asked to make personal contact with students as concerned caregivers committed to the total well-being of students and they have less autonomy than other professionals. Unlike physicians and lawyers, teachers are supervised and evaluated by their immediate school administrators. Teachers have little to say about the standard for licensure, and many teachers even have to sign at the beginning of the day and sign out at the end.

Donnelly Gibon and Ivancevich (1987), interpreting Herzeberg's two factor theory of motivation, argued that some conditions of jobs operate primarily to dissatisfy the employees when they are not present. They are, according to them called maintenance factors. These maintenance factors cause much dissatisfaction when they are not present and these factors are Company policy and administration, technical supervision, interpersonal relation with the supervisor, interpersonal relation with peers, interpersonal relation with subordinates, salary, job security, personal life, work conditions, status.

**Relationship between teachers attitudes and students achievement**

Akinwumiju (1987), as regard to the teachers attitude which is also the most important factor that determines students' achievement, found that teachers' attitudes have significant relationship with students' academic achievement. However, some gaps in the literature were found: This work is related to other works done before in the sense that it also found that the lack of motivation or the development of negative attitude led to the decline of students' achievement. This is in conformity with Abel and Sewell (1999) who also found that teachers stress reduces job satisfaction and poor relationship with students.
On the other hand. This work is different from others because it is the first one to be done in the particular area we mean the secondary private schools in Rubavu District; which is made only with 14 secondary private schools.

On the other hand, Chonyi (2012) also found that rewards especially teachers salaries affect their efficiency leading to poor attitude towards the teaching profession. This also shows the relationship between this work and the previous findings.
CHAPTER THREE

METHODOLOGY

Research Design

The design of this study is descriptive survey and the strategy adopted is descriptive correlation. The researcher correlated Teacher's attitude and Students' achievement. It is also ex-post facto because the researcher retrieved students' results from school records.

Research Population

The study was carried out in all 14 private secondary schools in Rubavu District, and a target population was all 142 respondents which comprised of the teaching staff of the selected private secondary schools.

Sample Size

The study used the universal sampling method to determine respondents whereby all 142 teachers were selected whereby 122 were male and 20 female. Table 1 determines the sample size by convenient method where the sample is determined at the discretion of the researcher.
# Population Sample size

**Table 1**

<table>
<thead>
<tr>
<th>Schools</th>
<th>Total target population</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>School A</td>
<td>7</td>
<td>-</td>
</tr>
<tr>
<td>School B</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>School C</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>School D</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>School E</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>School F</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>School G</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>School H</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>School I</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>School J</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>School K</td>
<td>7</td>
<td>-</td>
</tr>
<tr>
<td>School L</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>School M</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>School N</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>122</td>
<td>20</td>
</tr>
<tr>
<td><strong>GRAND TOTAL</strong></td>
<td>142</td>
<td>142</td>
</tr>
</tbody>
</table>

**Source:** Primary data 2012
Sampling Procedure

The purposive sampling method was used to select the respondents based on the following:
1. Male or female respondents in the selected private secondary schools in the study.
2. Respondents with teaching experience ranging from 1 year and above
3. Finally simple random sampling was used to select the respondents with consideration to the computed minimum sample size.

Research Instruments

The researchers, in order to collect information from respondents, the following research instruments were used:
1. Face sheet: This helped the researcher to gather data on respondents' profile characteristics, such as, age, gender, educational qualification, teachers' experience and the level of their salary.
2. Researcher devised questionnaires: To help determine the degree of teachers' attitudes. This consists of options referring to Supervision, motivation and teacher's commitments discipline, job satisfaction.

The response mode and scoring were as follows: Strongly agree (4); agree (3); disagree (2); strongly disagree (1).

Validity and Reliability of the Instruments

The content validity was ensured by subjecting the researcher devised questionnaires on teacher's attitude to judgment by the content experts who estimated the validity on the basis of their experience. A cronbach Alpha value 0.84 was constructed which means the instruments were valid (see Appendix V).
Reliability

The test-retest technique was used to determine the reliability of the researcher devised instrument to ten respondents who were not part of the study. In this test-retest technique, the questionnaires were administered twice to the same respondents and the results were consistent and essentially the same in both times, which showed reliability of the instrument. An Alpha value of 0.8 was arrived at that showed instruments were reliable (see Appendix VI).

Data Gathering Procedures

Before administering questionnaires to respondents

1. Before going to the field, the researcher got a permission letter from the Administrator of the College of Higher Degrees and Research(CHDR) Kampala International University, and this letter was presented to the office of the District Education Officer under which these private secondary schools are found in Rubavu District and then to the Mayor of Rubavu District.

2. After being given that permission, the researcher elaborated a list of respondents according to their respondent classes to whom questions were distributed.

3. Respondents then were explained about how questionnaires had to be filled and were requested to sign the informed consent form.

4. The researcher reproduced more copies of questionnaires to be distributed to respondents.

5. The researcher selected the research assistant who helped in data collection, briefed and oriented them in order to be consistent in administering the questionnaire.
During the administration of the instrument,

1. The researcher asked respondents to answer completely and not to leave any part of the questionnaire unanswered.
2. The researcher and assistants emphasized retrieval of the questionnaire from the respondents.
3. On retrieval, all returned questionnaires were checked if all were answered.

After the administration of questionnaires

Finally, as soon as these questionnaires were filled by respondents, the researcher collected all questionnaires as soon as possible to avoid loss so as to give strong and reliable results and encoded into computer and treated statistically using the Statistical Package for Social Sciences (SPSS).

Data Analysis

The frequency and percentage distribution were used to determine the demographic characteristics of the respondents. For student's performance, the mean was used whereas for the level of teachers' attitudes the mean and rank were used and pearson's linear correlation coefficient was used to determine the relationship between teachers attitude and the level of students achievement.

The following mean range was used to arrive at the mean of the individual indicators and interpretation:

For teachers' attitude

<table>
<thead>
<tr>
<th>Mean Range</th>
<th>Response Mode</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.26-4.00</td>
<td>Strongly agree</td>
<td>Very satisfactory</td>
</tr>
<tr>
<td>2.51-3.25</td>
<td>Agree</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>1.76-2.50</td>
<td>Disagree</td>
<td>Fair</td>
</tr>
<tr>
<td>1.00-1.75</td>
<td>Strongly disagree</td>
<td>Poor</td>
</tr>
</tbody>
</table>
**For students achievement**

<table>
<thead>
<tr>
<th>Mean Range</th>
<th>Rating</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.26-4.00</td>
<td>Very high</td>
<td>Very satisfactory</td>
</tr>
<tr>
<td>2.51-3.25</td>
<td>High</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>1.76-2.50</td>
<td>Low</td>
<td>Fair</td>
</tr>
<tr>
<td>-1.00-1.75</td>
<td>Very low</td>
<td>Poor</td>
</tr>
</tbody>
</table>

**Ethical Considerations**

The researcher, in order to ensure confidentiality of the information provided by the respondents and to ascertain the practice of ethics in this study, implemented the following steps:

1. The respondents and schools were coded instead of reflecting the names.
2. Solicited permission through a written request to the concerned officials of the secondary schools included in the study.
3. Requested the respondents to sign in the Informed Consent Form.
4. Acknowledged the authors quoted in this study.
5. Presented the findings in a generalized manner.

**Limitations of the Study**

In view of the following threats to validity, the researcher claimed an allowable 5% margin of error at 0.05 level of significance. Measures were also indicated in order to minimize if not to eradicate the threats to the validity of the findings of this study.

*Extraneous variables* which were beyond the researcher’s control such as respondents’ honesty, personal biases and uncontrolled setting of the study.
**Testing:** The use of research assistants brought about inconsistency in the administration of the questionnaires in terms of time of administration, understanding of the items in the questionnaires and explanations given to the respondents. To minimize this threat, the research assistants were oriented and briefed on the procedures to be done in data collection.

**Attrition/Mortality:** Not all questionnaires were returned neither completely answered nor even retrieved back due to circumstances on the part of the respondents such as travels, sickness, hospitalization and refusal/withdrawal to participate. In anticipation to this, the researcher reserved more respondents by exceeding the minimum sample size. The respondents were also reminded not to leave any item in the questionnaires unanswered and was closely followed up as to the date of retrieval.
CHAPTER FOUR
PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter dealt with the presentation, analyses and interpretation of data, according to the questionnaires that were given to respondents. This chapter therefore shows the profile of respondents, teachers' attitudes, students' academic achievement during the past two school year (2010-2011), as well as the relationship between the two variables which are teachers' attitudes and students' achievement.

Profile of the respondents

Respondents were selected from private secondary schools in Rubavu District in Rwanda. This is why the first objective of this work was to determine the profile characteristics of the respondents. They were then described in terms of Age, gender, educational level, and number of years served in the school. Their responses were summarized using percentage distributions and frequencies as indicated in table 2.
### TABLE 2
Profile of Respondents

n=142

<table>
<thead>
<tr>
<th>Main category</th>
<th>Subcategory</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td>Male</td>
<td>122</td>
<td>86</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>20</td>
<td>14</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>142</td>
<td>100</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td>20-30</td>
<td>28</td>
<td>19.7</td>
</tr>
<tr>
<td></td>
<td>31-39</td>
<td>72</td>
<td>50.7</td>
</tr>
<tr>
<td></td>
<td>40-49</td>
<td>42</td>
<td>29.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>142</td>
<td>100</td>
</tr>
<tr>
<td><strong>level of education</strong></td>
<td>Certificate</td>
<td>26</td>
<td>18.3</td>
</tr>
<tr>
<td></td>
<td>Diploma</td>
<td>32</td>
<td>22.5</td>
</tr>
<tr>
<td></td>
<td>Bachelor</td>
<td>84</td>
<td>59.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>142</td>
<td>100</td>
</tr>
<tr>
<td><strong>Experience</strong></td>
<td>1-5 years</td>
<td>52</td>
<td>36.6</td>
</tr>
<tr>
<td></td>
<td>6-10 years</td>
<td>70</td>
<td>49.2</td>
</tr>
<tr>
<td></td>
<td>11 and above</td>
<td>20</td>
<td>14</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>142</td>
<td>100</td>
</tr>
<tr>
<td><strong>Salary level</strong></td>
<td>Low(25,000-40,000Rwf)</td>
<td>26</td>
<td>18.3</td>
</tr>
<tr>
<td></td>
<td>Average(45,000-90,000Rwf)</td>
<td>32</td>
<td>22.5</td>
</tr>
<tr>
<td></td>
<td>High(100,000Rwf)</td>
<td>84</td>
<td>59.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>142</td>
<td>100</td>
</tr>
</tbody>
</table>

**Source:** primary data 2012
From table 2, findings showed that majority of the respondents were male (81%) while the minorities were females (19%). However, the difference in gender participation in the study was very big. This implies that the study found out that most of the private secondary schools prefer to employ males than females.

Regarding age, findings revealed majority of the respondents were of the age 31-39 (47%), while minority were of the age bracket of 40-49 (24%). The findings showed that the majority of teachers were the youths.

In relation to education level, the majority of teachers were Bachelor degree holders, (75%) followed by Diploma holders (33%) and while (10%) were certificate holders. The results show that most of the respondents who participated in the study had a university level of education while the remaining portion had attained Diploma and certificate level of education. The findings show that the respondents who participated in the study were literate and were able to understand the questions presented to them about the study topic.

Regarding work experience, respondents who had served for a period of 1-5 years were (28%), (67%) of the respondents had served for a period of 6-10 years, while (05%) had served for a period of 11 and above years in teaching career. This implies that the study endeavored to involve respondents who had stayed in teaching career for a long time was knowledgeable about the issues that the study sought.

The salary level of the majority teachers of private secondary schools in Rubavu District, Rwanda was rated High, whereby 59.1% of teachers get the salary which varies from 100,000Rwf and above. This is justified by the fact that it the majority of teachers was Bachelor degree holders. 22.5% of the Private Secondary teachers in our area of studies get the average salary ranging between 45,000-90,000Rwf. These ones
are Diploma holders, whereas 18.3% of them who are certificate holders get the Low salary ranging between 25,000-40,000Rfw.

**Degree of teachers’ attitude**

The second objective was to determine the degree of teachers’ attitude on students’ achievement. To measure this, respondents were asked to indicate the extent to which they agree or disagree with each of the questions by identifying the numbers that described their perception. All responses on teachers’ attitude were put on a Likert scale using 4 points ranging from 1-4. 4 = Strongly Agree, 3 = Agree, 2 = Disagree, 1 = Strongly Disagree. Their responses were analyzed and described using mean and ranked as summarized in the table 3a and 3b.
### Table 3a
TEACHERS ATTITUDE  
(n =142)

<table>
<thead>
<tr>
<th>Degree of teachers commitment</th>
<th>Mean</th>
<th>Rank</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is interaction with students during teaching process</td>
<td>3.4</td>
<td>2</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>An effective approach to students academic problems is to give them more exercises</td>
<td>2.5</td>
<td>7</td>
<td>Fair</td>
</tr>
<tr>
<td>Students get feedback after interacting with them</td>
<td>2.2</td>
<td>8</td>
<td>Fair</td>
</tr>
<tr>
<td>Students receive home works at every end of the lesson</td>
<td>2.1</td>
<td>9</td>
<td>Fair</td>
</tr>
<tr>
<td>The teaching methodology used provides students with the opportunity to develop and build their own understanding</td>
<td>2.0</td>
<td>10</td>
<td>Fair</td>
</tr>
<tr>
<td>All teaching periods are covered during working hours</td>
<td>1.8</td>
<td>12</td>
<td>Fair</td>
</tr>
<tr>
<td>Permission is asked before absence</td>
<td>1.8</td>
<td>12</td>
<td>Fair</td>
</tr>
<tr>
<td>Teachers are always in class on time</td>
<td>1.7</td>
<td>13</td>
<td>Fair</td>
</tr>
<tr>
<td><strong>Average mean</strong></td>
<td><strong>2.1</strong></td>
<td></td>
<td>Fair</td>
</tr>
</tbody>
</table>

**To determine teachers motivation**

<table>
<thead>
<tr>
<th>To determine teachers motivation</th>
<th>Mean</th>
<th>Rank</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary delay demoralizes teachers</td>
<td>4.0</td>
<td>1</td>
<td>Very satisfactory</td>
</tr>
<tr>
<td>Monthly salary in private schools is more attractive than public schools</td>
<td>2.6</td>
<td>6</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Monthly salary motivate teachers</td>
<td>2.6</td>
<td>6</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Salary helps to maintain and enhance profession status</td>
<td>2.5</td>
<td>7</td>
<td>Fair</td>
</tr>
<tr>
<td>Teachers are provided with breakfast and lunch</td>
<td>2.2</td>
<td>8</td>
<td>Fair</td>
</tr>
<tr>
<td>Teachers are provided with accommodation</td>
<td>1.9</td>
<td>11</td>
<td>Fair</td>
</tr>
<tr>
<td>There is time to do other activities after working hours</td>
<td>1.7</td>
<td>13</td>
<td>Fair</td>
</tr>
<tr>
<td><strong>Average mean</strong></td>
<td><strong>2.4</strong></td>
<td></td>
<td>Fair</td>
</tr>
</tbody>
</table>

**Source:** Primary data 2012
The results in Table 3a indicated that the Degree of teachers' commitment in the selected secondary schools was rated fair, considering (Average Mean = 2.1) which is equivalent to disagree on the Likert scale. This shows that because of different factors which dissatisfy teachers they do not do their work well. However, it was accepted that interaction is well done between teachers and students with the mean of 3.4 which is equivalent to Agree on the Likert scale. This is because in whatever circumstances, whenever a teacher is in the classroom must interact with students in one way or another.

On the other hand, the Degree of teachers' motivation in the selected secondary schools was rated fair, considering (Average Mean = 2.4) which is equivalent to disagree on the Likert scale. This may be caused by the fact that most of private schools do not pay teachers regularly because they depend on students' tuition.

Moreover, the lack of accommodation, and other facilities lead to poor motivation. Among the factors which discourage teachers, is salary delay, whereby it has mean of 4 which is equivalent to very satisfactory on the Likert scale. Here teachers mentioned that when salary delays they are demoralized and it becomes so hard to teach effectively.
Table 3b
TEACHERS ATTITUDE
(n =142)

<table>
<thead>
<tr>
<th>Work satisfaction</th>
<th>Mean</th>
<th>Rank</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly salary satisfies teachers</td>
<td>3.1</td>
<td>3</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Being a teacher is disadvantageous</td>
<td>2.7</td>
<td>5</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>All teaching subjects are taken into consideration</td>
<td>2.1</td>
<td>9</td>
<td>Fair</td>
</tr>
<tr>
<td>Teaching career was the last resort</td>
<td>2.0</td>
<td>10</td>
<td>Fair</td>
</tr>
<tr>
<td>The language used in the classroom facilitates students to perform better</td>
<td>1.9</td>
<td>11</td>
<td>Fair</td>
</tr>
<tr>
<td>Working conditions are favorable at work</td>
<td>1.9</td>
<td>11</td>
<td>Fair</td>
</tr>
<tr>
<td>More time is spent on students for their best achievement</td>
<td>1.8</td>
<td>12</td>
<td>Fair</td>
</tr>
<tr>
<td>There are promotions in terms of salary each year</td>
<td>1.6</td>
<td>14</td>
<td>poor</td>
</tr>
<tr>
<td><strong>Average mean</strong></td>
<td><strong>2.0</strong></td>
<td></td>
<td>Fair</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Schools supervision</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The Headmaster's supervision makes teachers updated</td>
<td>4.0</td>
<td>1</td>
<td>Very Satisfactory</td>
</tr>
<tr>
<td>There is high supervision at work</td>
<td>3.1</td>
<td>3</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The management style motivate teachers</td>
<td>2.8</td>
<td>4</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>After supervision, students results shows that they have understood the lesson</td>
<td>1.9</td>
<td>11</td>
<td>Fair</td>
</tr>
<tr>
<td>There is provision of other facilities to teachers to enhance their teaching career</td>
<td>1.6</td>
<td>14</td>
<td>Poor</td>
</tr>
<tr>
<td>The Ministry of Education organizes supervisory visits to our school</td>
<td>1.5</td>
<td>15</td>
<td>poor</td>
</tr>
<tr>
<td><strong>Average mean</strong></td>
<td><strong>2.4</strong></td>
<td></td>
<td>Fair</td>
</tr>
<tr>
<td><strong>Overall mean</strong></td>
<td><strong>2.2</strong></td>
<td></td>
<td>Fair</td>
</tr>
</tbody>
</table>

**Source:** Primary data 2012
The results in Table 3b indicated that the Degree of work satisfaction in the selected secondary schools was rated fair, considering (Average Mean = 2) which is equivalent to disagree on the Likert scale. This may be caused by the fact that some of the working conditions which are not good or because of low salary where by some of the teachers accepted that it is for them the disadvantage of having become a teacher. Despite the fact that the satisfaction on the salary was rated satisfactory which is equivalent to agree, a big gap is still between other factors which must be satisfied in order to lead to teachers satisfaction at their work.

Further more, the results in Table 6 indicated that the Degree of school supervision in the selected secondary schools was rated fair, considering (Mean = 2.4) which is equivalent to disagree on the Likert scale. This may be caused by the fact that it is very difficult to supervise or make inspection on workers who are not motivated. Even though some factors were rated very satisfactory with the mean of 4.0 for the Headmasters supervision, this does not lead to adequate commitment, as it was shown that after even the inspection the outcome was rated fair.

Overall teachers attitude in the selected private secondary schools in Rubavu District was rated Fair considering (mean=2.2) which is equivalent to Disagree on the Likert scale. This is because of lack of motivation, lack of good working condition and lack of commitment to their work.

However, there are some cases where respondents rated items to be very high. For example highly supervised, interaction with students which still mark a big gap between them and other factors. These study findings are in conformity with Herzerberg Hygienic factor (1959), which states that the environment, the organizational context that create dissatisfaction, such as working condition, company
policies, supervision, salary, when they are not met workers are dissatisfied. Gareth R. Jones and Jenifer M., (2003)

In the same angle, the findings of this research agree with Sharon K. Ferret and Peak,(2000), who stated that employees with a negative attitude look at the downside of the situation, see the worst in others, have a poor self image, seem indifferent, fearful and critical. Also, Woessman (2001) stated that the availability of instructional materials affect the quality of learning that the school delivers.

This work is also in conformity with Balkin B. Gomesmejia (2002) who found that the strength to act in a particular way depends on people’s beliefs that their actions will produce outcomes they find valuable and attractive. They also found that employees work harder if they believe their hard work will lead to better appraisals and promotion.

Level of student’s achievement

The third objective of this study was to determine the student’s level of performance in selected private secondary schools for two years (2010-2011) in Rubavu District-Rwanda. This is shown in table 4.
### Table 4.

**Students level of performance on the national exam 2010-2011**

<table>
<thead>
<tr>
<th>Schools</th>
<th>Mean score 2010</th>
<th>Mean score 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School A</td>
<td>3.1</td>
<td>3.0</td>
</tr>
<tr>
<td>School B</td>
<td>32.</td>
<td>2.8</td>
</tr>
<tr>
<td>School C</td>
<td>3.0</td>
<td>3.2</td>
</tr>
<tr>
<td>School D</td>
<td>4.1</td>
<td>3.1</td>
</tr>
<tr>
<td>School E</td>
<td>2.3</td>
<td>2.0</td>
</tr>
<tr>
<td>School F</td>
<td>2.5</td>
<td>2.1</td>
</tr>
<tr>
<td>School G</td>
<td>4.4</td>
<td>3.3</td>
</tr>
<tr>
<td>School H</td>
<td>1.8</td>
<td>1.5</td>
</tr>
<tr>
<td>School I</td>
<td>2.2</td>
<td>1.6</td>
</tr>
<tr>
<td>School J</td>
<td>3.4</td>
<td>2.2</td>
</tr>
<tr>
<td>School K</td>
<td>1.2</td>
<td>2.2</td>
</tr>
<tr>
<td>School L</td>
<td>1.6</td>
<td>1.8</td>
</tr>
<tr>
<td>School M</td>
<td>1.4</td>
<td>1.3</td>
</tr>
<tr>
<td>School N</td>
<td>1.2</td>
<td>2.1</td>
</tr>
<tr>
<td><strong>Total mean</strong></td>
<td><strong>35.8</strong></td>
<td><strong>32.2</strong></td>
</tr>
<tr>
<td><strong>Average mean</strong></td>
<td><strong>2.5</strong></td>
<td><strong>2.3</strong></td>
</tr>
</tbody>
</table>

**Source:** Primary data 2012
Mean Range | Rating | Interpretation
------------|--------|---------------------
3.26-4.00   | very high | Very satisfactory
2.51-3.25   | High    | Satisfactory
1.76-2.50   | Low     | Fair
1.00-1.75   | Very low | Poor

Table 5 shows that in 2010 the performance of students was greater than that of 2011. Where by in 2010, total mean of score was at 35.9 with average mean of 2.5 which is rated to be Low (Fair). In 2011, the findings further indicate a decline in performance where total mean score was at 32.2 with average mean of 2.3 which is also rated to be Low (Fair). The possible cause of this decline is because of poor working conditions at work place and low payments which demoralized teachers and hence low student performance. This may also have been caused by the fact that during 2011, the Ministry of Education added new subjects in the National Exams which were not formally done before, hence not being well prepared from the previous years.

**Relationship Between teachers attitude and students achievement**

The fourth objective in this study was to determine if there was a significant relationship between teacher’s attitude and student’s achievement, for which it was hypothesized that the two variables are not significantly related. To test this hypothesis, Pearson’s Linear Correlation coefficient (PLCC) was used. The summary of r-value and sig. value of those variables is presented in table 8.
Table 5
Relationship Between teachers attitude and students achievement

<table>
<thead>
<tr>
<th>Variable correlated</th>
<th>Mean</th>
<th>r – value</th>
<th>Sig. value</th>
<th>Interpretation</th>
<th>Decision on Ho</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers attitude Vs students achievement</td>
<td>0.01</td>
<td>0.000</td>
<td>Positive and significant</td>
<td>Rejected</td>
<td></td>
</tr>
</tbody>
</table>

Source: Primary Data 2012

Table 6 indicates that correlation between teacher’s attitude and student’s achievement was positive and significant (r =0.01), sig =0.000) which led to the rejection of the null hypothesis that teacher’s attitude does not have significant effect on student’s achievement. This means that well motivated teachers will always have appositive attitude towards their teaching career which leads to high commitment towards work and hence influences better performance of students.

These findings are in conformity with Duening N. et al (2003) findings, basing on the expectancy theory of motivation, found that employees are motivated if they believe performance will lead to desired rewards. This implies that the fact that teachers have no expectancy on the outcome of what they may have done which could motivate them, this led to the development of the negative attitude towards their work, which as it is shown by the results of this work have the negative impact on students achievement.
CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATION

This chapter focused on the findings conclusion as well as recommendation. Areas of further research were done in this chapter.

Findings

The findings of this work dealt with the results drawn from the answers provided by the respondents which were also answers to the stated research questions.

Profile of respondents

The findings of this research showed that the majority of respondents were male (81%) while the minority were female (19%). This may be caused by the fact that private schools normally depend on tuition paid by students, hence the will of private schools to hire male who seem to be more productive than female ones.

On the other hand, findings revealed that the majority of respondents were of the age between 30-39(47%) while the minorities were of the age bracket of 40-49(24%). This implies that youths are preferable by private secondary schools than others.

In regard to education level, the majority of respondents were the Bachelor’s Degree holders (75%) followed by Diploma holders (33%), while only10% are certificate holders. This is because recently the Ministry of Education has decided to remove teachers who did not study education, and emphasized the Bachelor Degree holders especially in Education.
Degree of teachers' attitude

This study showed that the degree of teachers' attitude was rated "Fair" with the average mean of 2.2 which is equivalent to "Disagree". This shows that teachers developed negative attitude towards their teaching career. The results indicated also that the lack of facilities including salary delay, lack of motivation as well as working conditions, seem to have contributed to the decline of the results of students poor performance.

However, there are some cases whereby teachers attitude tended to be satisfactory, for instance as regard to the interaction with students with the mean of 3.4.

These study findings seem to agree with Kauchak ang Eggen (2002) on difficulties in teaching and students achievement who found out that a number of factors such as poor working conditions, salaries among others, and affect teachers' attitude towards their work.

Level of students' achievement

The third objective was to determine the students' level of performance. Findings showed that during the national exam of 2010 the number of students who passed was Low with the average mean of 2.5 in our area of study, and in 2011 with the average mean of 2.6. Possible causes for decline in results could have been negative attitude of teachers as a result of low salaries, and general poor working conditions among others.

These findings seem to be in conformity with Bruning et al (1999) who studied about the impact of teachers' attitude on school's effectiveness, and found out that,
teachers attitude especially that of personal teaching efficacy, contributes highly to failure among students and hence poor students achievement.

**Relationship between teachers attitudes and students achievement**

The findings indicated that there is a positive relationship between teachers attitude and students achievement. This led to the rejection of the null hypothesis which states that there is no relationship between teachers attitudes and students achievement.

A computed r-value of 0.01 and a sig. value of 0.000 confirm that there is a positive relationship between these two variables. This agreed to Akinwumiju (1987), who found out that the teachers’ attitude is also the most important factor that determines students’ achievement.

**CONCLUSION**

The purpose of this study was to test the null hypothesis which states that there is no relationship between teachers attitudes and students achievement in selected private secondary schools in Rubavu District, Rwanda. It was confirmed that the positive relationship exists between two variables.

The findings of this study also agreed with Herzeberg’ two factors theory of motivation (1959) on which this study was based, which states that motivators and hygienic factors determine satisfaction or dissatisfaction of a worker. This means that dissatisfied teachers can develop negative attitudes hence this to affect students’ achievement.

Furthermore, the first students’ results of 2010 show that students had a Low average mean, and the following year it declined with the average mean of 2.3. This
implies that teachers developed negative attitude and were not committed well to their work since there is no improvement. Therefore this study tested the hypothesis and found that there is a very significant relation between teachers attitude and students achievement in selected private secondary schools in Rubavu District, Rwanda.

All in all, the study generated data which led to all the findings about correlation between teachers’ attitude and students’ achievement. This means that if teachers develop positive attitude, students can perform better. But if teachers develop negative attitude students’ performance will decline as it was revealed by this study.

RECOMMENDATIONS

The findings of the study led the researcher to give the following recommendations:

The government of Rwanda through the Ministry of education should give support to private secondary schools since it is known that either private or public schools all have the objectives of educating Rwandese children. So, quality education concerns all schools regardless their status.

On the other hand, private schools have to increase the number of female teachers because they can also contribute to the promotion of education as males can. In addition, we recommend that private schools should do their best to treat well their teachers, in term of regular salary promotion, providing accommodation in order to avoid absenteeism which eventually affects students’ achievement.

Managers, as it was found by Donnelly J.R, Gibson L. (1995), should respond to motivation problems with more money, increase benefits and improve working conditions.

As regard to students achievements, it was recommended that private schools, should increase students achievement through continuous assessment of students, extensive supervision of teaching and learning activities and motivating students who
perform well to give others courage to follow suit, to give evaluative exams to students before being admitted in a given level of studies. This will help the administration of the private schools to know exactly the level of students who are enrolled in a particular private school. Also, private schools should make sure discipline is well kept, because the lack of this leads to students’ failure. Parents should also be sensitized on how to participate actively on the growth of the school by making a follow up on the behavior of the students at school and home.

Finally, the government of Rwanda, through the Ministry of education should organize permanent seminars to train teachers and keep them updated.

**AREAS FOR FURTHER RESEARCH**

Basing on the findings of the study, the researcher suggested that other research should be done in the following areas: Staff conditioning and schools efficiency, School facilities and students’ performance, School management and students effectiveness, The implementation of Nine and Twelve Years Basic Education policy and Students performance, Teachers attitude and students achievement in selected Private Secondary Schools in Rwanda.
REFERENCES


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Makar (1989). Guidelines for the formation of research project proposal, INC and NCS.


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APPENDIX 1

TRANSMITTAL LETTER FOR THE RESPONDENTS

Dear Sir/ Madam,

Greetings!

I am a Master in Educational Management candidate of Kampala International University. Part of the requirements for the award is a dissertation. My study is entitled TEACHERS ATTITUDE AND STUDENTS' ACHIEVEMENT IN SELECTED PRIVATE SECONDARY SCHOOLS IN RUBAVU DISTRICT, RWANDA. Within this context, may I request you to participate in this study by answering the questionnaires? Kindly do not leave any option unanswered. Any data you will provide shall be for academic purposes only and no information of such kind shall be disclosed to others.

May I retrieve the questionnaire within 2 weeks?

Thank you very much in advance.

Yours faithfully,

SALONGO MUYOBOKE
APPENDIX II
CLEARANCE FROM ETHICS COMMITTEE

Date________________

Candidate’s Data
Name__________________________
Reg. #__________________________
Course__________________________
Title of Study ____________________

Ethical Review Checklist
The study reviewed considered the following:

___ Physical Safety of Human Subjects
___ Psychological Safety
___ Emotional Security
___ Privacy
___ Written Request for Author of Standardized Instrument
___ Coding of Questionnaires/Anonymity/Confidentiality
___ Permission to Conduct the Study
___ Informed Consent
___ Citations/Authors Recognized

Results of Ethical Review
___ Approved
___ Conditional (to provide the Ethics Committee with corrections)
___ Disapproved/ Resubmit Proposal

Ethics Committee (Name and Signature)
Chairperson ______________________
Members ________________________
APPENDIX III
FACE SHEET: DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

Gender (Please Tick):
Male ______  Female ______  Age: ______

Qualification under Education Discipline (Please specify):
(1) Certificate________
(2) Diploma___________
(3) Bachelor___________
(4) Other qualification than Education Discipline__________

Number of Years Teaching Experience (Please tick)
(1) Less than/Below 1 year
(2) 1-5 Years
(3) 6-9 Years
(4) 10 and above

Salary level (Please tick)
A) Low 25,000-40,000rwf
B) Medium 45,000-90,000rwf
C) High 100,000rwf


## APENDIX IV

### QUESTIONNAIRES TO DETERMINE TEACHERS’ ATTITUDE

<table>
<thead>
<tr>
<th>Mean Range</th>
<th>Response Mode</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.26-4.00</td>
<td>strongly agree</td>
<td>Very satisfactory</td>
</tr>
<tr>
<td>2.51-3.25</td>
<td>Agree</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>1.76-2.50</td>
<td>disagree</td>
<td>Fair</td>
</tr>
<tr>
<td>1.00-1.75</td>
<td>Strongly disagree</td>
<td>Poor</td>
</tr>
</tbody>
</table>

### Degree of teacher’s commitment

1. There is interaction with students during teaching process
2. An effective approach to students’ academic problems is to give them more exercises
3. Students get feedback after interacting with them
4. Students receive home works at every end of the lesson
5. The teaching methodology used provides students with the opportunity to develop and build their own understanding
6. All teaching periods are covered during working hours
7. Permission is asked before absence
8. Teachers are always in class on time
9. Teachers give more practices to students
10. Students difficulties are solved properly

### To determine teachers motivation

11. Salary delay demoralizes teachers
12. Monthly salary in private schools is more attractive than public schools
13. Monthly salary motivate teachers
14. Salary helps to maintain and enhance profession status
15. Teachers are provided with breakfast and lunch
16. Teachers are provided with accommodation
17. Teachers are promoted each year
18. Shortage of equipments do not affect perfect teaching
Questionnaires on work satisfaction

19. There is time to do other activities after working hours
20. All teaching subjects are taken into consideration
21. Teaching career was the last resort
22. The language used in the classroom facilitates students to perform better
23. Working conditions are favorable at work
24. More time is spent on students for their best achievement
25. There are promotions in terms of salary each year
26. Leaves are given to teachers

Schools supervision

27. The Headmaster’s supervision makes teachers updated
28. There is high supervision at work
29. The management style motivate teachers
30. After supervision, students’ results shows that they have understood the lesson
31. There is provision of other facilities to teachers to enhance their teaching career
32. The Ministry of Education organizes Supervisory visits to our school
APPENDIX V

Content validity index for instrument

<table>
<thead>
<tr>
<th>No. Items</th>
<th>0 Unrated</th>
<th>1 V. Irrelevant</th>
<th>2 Irrelevant</th>
<th>3 Relevant</th>
<th>4 V. Relevant</th>
<th>Total</th>
<th>CVI 3±4 x 100</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>10</td>
<td>17</td>
<td>32</td>
<td>22 x 100</td>
</tr>
<tr>
<td>Overall CVI</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.84</td>
</tr>
</tbody>
</table>

\[ CVI = \frac{\text{No of items declared valid (N)}}{\text{Total No. of items (n)}} \]

Where
CVI = Content Validity Index

\[ CVI = 0.84 \div 1 \]

\[ CVI = 0.84 \]
<table>
<thead>
<tr>
<th>Date/year</th>
<th>School/Place</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>1980-1984</td>
<td>Kibabi Primary School (D.R.C)</td>
<td>-</td>
</tr>
<tr>
<td>1984-1986</td>
<td>Gashangiro Primary School (Rwanda)</td>
<td>-</td>
</tr>
<tr>
<td>1987-1988</td>
<td>Kampanga Primary School (Rwanda)</td>
<td>-</td>
</tr>
</tbody>
</table>

Work Experience

<table>
<thead>
<tr>
<th>Date/year</th>
<th>Place</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>Institut Baptiste de Buberuka (IBB)</td>
<td>Teacher</td>
</tr>
<tr>
<td>2009</td>
<td>Rutsiro District</td>
<td>Head Teacher</td>
</tr>
<tr>
<td>2010</td>
<td>Rutsiro District</td>
<td>Head Teacher</td>
</tr>
</tbody>
</table>

Spoken Languages

- English
- French
- Kiswahili
- Kinyarwanda

I hereby testify that the information given above is true and correct.

Salongo Muyoboke