

ABSTRACT

This study was designed to find out whether any relationship exists between two teacher attitudes towards pupils, and the pupils' level of achievement. It also sought to find out if there was a correlation between the teacher's attitudes and how they were perceived by their pupils. The attitudes were analyzed according to school status, age group of teachers, sex of teachers, grade taught, teachers' experience and teachers' qualification. The attitudes identified were teacher attitude to pupil achievement (TAA) and teacher attitude to pupil discipline (TAD)

Two researcher designed instruments were used. These were a teachers' questionnaire, which included two attitude scales and a pupil questionnaire designed to measure pupil perception of teacher behaviours (PPT). As a measure of pupil achievement, scores from the Common Entrance Examination in English, Mathematics and Mental Ability for the year 1988 were used.

Significant correlations were found between teachers' attitude to pupil discipline (TAD) and pupils' achievement levels. Neither TAA nor PPT correlated

significantly with pupil achievement. There, was however a negative correlation between TAD and PPT. The two teachers attitudes, TAA and TAD were significantly correlated with each other.

When the three variables were tested for group differences, the following results were obtained.

- a. GENDER - No significant difference either TAA, TAD or PPT
- b. STATUS - A significant difference in PPT scores.
- c. GRADE TAUGHT - No significant differences in TAA, TAD or PPT scores.
- d. AGE GROUP - Significant differences on the TAA scale.
- e. QUALIFICATION - Significant differences in TAA and PPT scores
- f. EXPERIENCE - Significant differences in TAA and PPT scores.