

People's Democratic Republic of Algeria  
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Dr. Moulay Tahar University, Saida

Faculty of Letters, Languages and Arts  
Department of English Language and Literature



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**Investigating the Impact of Teachers' Beliefs and Attitudes on  
Elementary School Students**

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Dissertation submitted to the Department of English Language and Literature as a partial fulfillment of the requirements for the degree of Master in Didactics

**Presented by:**

Mr. Mohamed Amine Khatir

**Supervised by:**

Mrs. T. Adnane

**Board of Examiners**

Chair Person	Dr. K. Belaskri	University of Saida
Supervisor	Mrs. T. Adnane	University of Saida
Examiner	Dr. H. Hichour	University of Saida

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## **Declaration of Originality**

I hereby declare that this submission is my work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution. I also certify that the present work contains no plagiarism and is the result of my investigation, except where otherwise stated.

Date: 10/06/2024

Name: Khatir Mohamed Amine

## **Dedication**

To my beloved family, whose unwavering support and love have been my constant guide

To my friends for their endless encouragement and companionship through every step of this  
journey

To my colleagues, for their collaboration and inspiration that have fuelled my growth and  
success

And to my late father, whose memory and lessons continue to inspire me every day, your  
legacy lives on in all I do

Thank you all for being a part of my life and for your invaluable contribution to my journey

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## Abstract

The importance of teachers' attitudes and beliefs in relation to the performance and education of students in elementary schools remains an under researched research problem. This dissertation concerns itself with how the perceptions and attitudes of the instructors impact on the educational results of learners, concentrating on primary education. This study utilises both qualitative and quantitative methodologies. A total of 20 elementary school teachers from Benzerrouki Ahmed elementary school and online teachers have participated in a structured questionnaire with both open and close ended questions and semi structured interviews with in-depth exploration. This research approach of mixed methods explores how teachers' beliefs affect the teaching methods they use and how their attitudes and interaction affect the student, his engagement and performance. The results have indicated the strong correlation between positive relationships and improved students' performance in a way that - Classrooms where teachers hold positive beliefs about all students' abilities tend to have higher overall performance. The importance of teachers' beliefs in their own effectiveness lead to higher quality instruction, meaning that Confidence in teaching abilities correlates with better student performance. In summary, This study uncovers the mechanisms through which teachers' beliefs influence his judgement of education and students' perception of knowledge and also offers practical recommendations for educational interventions aimed at enhancing student performance that would pay more attention and research to these important factors of pedagogy.

**Keywords:** Teachers' beliefs, Teachers 'Attitudes, elementary school students, student performance, primary education.

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# **General Introduction**

# General Introduction

Primary education forms the foundation upon which all future learning is built. It is during these formative years that children develop essential skills and attitudes that will shape their academic and personal lives. Teachers, often referred to as the architects of the classroom, play a pivotal role in this process. Their beliefs, attitudes, and instructional practices significantly influence the educational environment and the outcomes of their students.

In the context of elementary education, the interplay between teachers' beliefs and attitudes and their impact on students' academic performance is a critical area of study. This is particularly important in Algeria, where educational reforms and teacher training programs are continually evolving to meet the demands of a diverse and dynamic student population. Understanding how teachers' perceptions and attitudes shape their teaching methods and student interactions is essential for enhancing educational quality and student achievement.

Despite the crucial role of teachers in shaping student outcomes, there remains a gap in the literature regarding the specific ways in which teachers' beliefs and attitudes influence elementary school students' performance. This study aims to address this gap by exploring the impact of these psychological factors on the educational experiences and achievements of young learners.

The main aim of this dissertation is to investigate how elementary school teachers' beliefs and attitudes affect their teaching practices and, consequently, their students' academic performance. By identifying the key aspects of teacher perceptions that contribute to effective teaching, this study seeks to provide insights that can inform teacher training and professional development programs.

The significance of this study lies in its potential to improve educational practices and policies. By highlighting the importance of teachers' psychological factors, the findings can

## General Introduction

help educators, policymakers, and researchers develop strategies to foster positive teacher-student interactions and enhance student outcomes. Additionally, this research can contribute to the global discourse on the importance of teacher beliefs and attitudes in education.

In this regard, this study attempts to pursue the following research objectives:

- To examine the types of beliefs and attitudes held by elementary school teachers.
- To analyze how these beliefs and attitudes influence teaching practices and classroom management.
- To explore the relationship between teachers' beliefs, attitudes, and student academic performance.
- To provide recommendations for teacher training and professional development based on the findings.

The current research attempts to answer the following research questions and test their corresponding research hypotheses:

- What are the prevalent beliefs and attitudes among elementary school teachers?
- How do these beliefs and attitudes manifest in teaching practices?
- What is the impact of teachers' beliefs and attitudes on student engagement and performance?
- How can understanding these factors inform teacher training programs?

The study is guided by the following hypotheses:

- Teachers' positive beliefs about students' abilities are correlated with higher student performance.

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- Teachers' attitudes towards teaching significantly affect their instructional methods and classroom environment.
- There is a strong relationship between teachers' self-efficacy beliefs and student academic outcomes.

This research employs a mixed-methods approach, combining both qualitative and quantitative methodologies to gain a comprehensive understanding of the topic. The sample consists of 20 elementary school teachers from Benzerrouki Ahmed elementary school and various online teachers. Data collection methods include structured questionnaires with both open and close-ended questions, as well as semi-structured interviews to provide in-depth insights.

This research work is divided into three main chapters. The first chapter provides an introduction to the importance of studying teachers' beliefs and attitudes in elementary education. It defines and explores various types of teachers' beliefs, such as self-efficacy and beliefs about student abilities, and their impact on teaching practices and student outcomes. Similarly, it defines teachers' attitudes, examining their influence on the classroom environment and student engagement. The chapter concludes by discussing the interplay between beliefs and attitudes, highlighting their combined effects on educational practices.

The second chapter outlines the research design, explaining the mixed-methods approach adopted in the study. It describes the research setting and sample, including the selection process for participants. The data collection methods, such as structured questionnaires and semi-structured interviews, are detailed, along with ethical considerations. The chapter explains the procedures for analyzing both quantitative and qualitative data and how these findings are integrated.

While the third chapter presents and interprets the research findings, beginning with a restatement of the research questions and hypotheses. It discusses the main results from both

## **General Introduction**

quantitative and qualitative analyses, providing detailed analysis of questionnaire data and thematic insights from interviews. The findings are synthesized and compared with existing literature to provide a comprehensive understanding of the impact of teachers' beliefs and attitudes on student performance.

# Chapter One



## Chapter One: Literature Review

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## 1.1 Introduction

Teachers and students have a special and different relationship, almost similar to the relationship between a person and his parents, just like the latter, what the teacher believes in, whether it is religious, ethical, moral or political, can affect how a student perceives and thinks about different aspects of life, whether positively or negatively, in the same manner, teachers' attitudes have an impact on the learner's motivation, engagement, behaviour and the climate of the class, especially when the study's case is affected by this impact is elementary school students, who tend to be an easily effected category of learners. This chapter will review the literature concerning the impact of teacher's beliefs and attitudes, it will discuss the attitudes and beliefs separately and then their common aspects, during that, light will be shed on their impact on young learners.

## 1.2 Teacher's Beliefs

Teachers' beliefs are subjective convictions and understandings that educators hold about various aspects of life and education. These beliefs significantly influence their instructional practices and classroom management techniques, guiding their decision-making processes. It is crucial for educational researchers, policymakers, and administrators to comprehend what teachers' beliefs are and how they function, considering that these beliefs can have multiple viewpoints and perspectives.

### 1.2.1 Teacher's Beliefs Definitions

Teacher's play a crucial role in shaping the minds and futures of their students. Behind Their instructional practices and classroom management techniques lie a set of beliefs that guide their decision-making processes, so it is important for educational researchers, policy makers and administrators to understand what teacher's beliefs are and how they work. it is important to take into consideration that it can have multiple viewpoints and perspectives; It is

stated by Pajares(1992) That teacher's beliefs in educational psychology are usually defined as personal constructs that can provide understandings, judgments, and evaluations of teacher's practices; In This definition, teacher's beliefs are clues of what the teacher thinks during an educational session and what he is able to do during it, therefore, how the teacher approaches his work, make decisions in the classroom and how he assess the effectiveness of his teaching methods. Teacher's beliefs are deeply rooted in personal experiences, values and cultural backgrounds, and significantly influences instructional practices, classroom management, and student interactions (Borg, 2006). When defining teacher's beliefs. Richardson (1996) provides a philosophical viewpoint and definition of teacher's beliefs, He sees them as the foundational principles and values that guide their instructional decisions and interactions with students. In a sociocultural approach teacher's beliefs encompass the culturally and socially constructed ideas, norms, and expectations that shape their pedagogical practices in the classroom (Vygotsky, 1978). Another definition presented by Li (2012) where explains how teacher's beliefs encompass their viewpoints and understanding regarding their roles, positions, and approaches to teaching and learning. These beliefs shape teacher's classroom conduct, instructional methods, and interactions with students. And Zheng (2009) emphasizes that teacher's beliefs are like a personal mind-set that educator need to adopt when teaching. This means using the right methods and resources and making sure the material is meaningful for students.

Generally, Teacher's Beliefs refer to the deeply rooted values, attitudes and assumptions that guide an educator's approach to teaching and learning, they form the basis of teacher's instructional choice, classroom dynamics, and overall teaching strategies. They can be developed through personal experiences, educational philosophy and continuous professional development.

### 1.2.2 Teacher's Beliefs Types

According to Burns' (1996) proposition, teacher's beliefs can be categorized into five types; Beliefs about language, Teaching, learning, student roles, and teacher roles, these beliefs collectively shape a teacher's instructional practices and interactions within the educational setting. Burns states that each type of these beliefs is concerned with an educational area; language beliefs are how teachers view language structure, acquisition and communication. Teaching beliefs are teacher's perspectives on effective instructional methods and classroom management. Learning beliefs are convictions about how students acquire knowledge, influenced by learning theories and cognitive processes. Student role beliefs are perceptions of student's responsibilities and active participation in the learning process. Finally, teacher roles are about teacher's role as a facilitator, guide, mentor and learning environment creator.

When it comes to the multicultural context, according to Lynn Bryan and Mary Atwater (2002), Teacher beliefs may include attitudes, values, and assumptions about cultural diversity, ethnicity, language, social class, religion, and other aspects of diversity. In their article, the authors argue that these beliefs, when unexamined or unchecked, may contribute to challenges in creating inclusive learning environments.

### **1.2.3 Teacher's Beliefs Formation and Development**

Teacher's convictions are shaped and created through a complex transaction of personal experiences, education, and professional development. These convictions can envelop various aspects such as knowledge, learning, students, and teaching practices. According to the research done by Ferguson and Brownlee (2021), they found that teacher's beliefs are both implicit and explicit assumptions that have an impact on how they interact with students and the learning process. Through interviews with teachers, they found that the change of belief is influenced by individual's living conditions, educational practice, and social culture, in other words the change in teacher's beliefs is a dynamic process that is

influenced by the external environment and practical experience, and therefore, the result will be different convictions and attitudes in the teaching environment.

#### **1.2.4 The Influence of Teacher's Beliefs on Teaching Practices**

Teacher beliefs have a significant influence on the teaching practices they apply. According to Borg (2001), these beliefs include principles, values, and convictions about students, education, and pedagogy, guiding their thoughts and actions in the classroom. They effect the teacher's decision making, his way of sorting, organizing, prioritizing information. In the context of psychological pedagogy, an example of how do teacher's beliefs effect the teaching practices is that if a teacher believes that a student's failure to participate in class is due to a lack of skills, the teacher will be more likely to change teaching practices than to judge the student for their lack of participation (Xu, 2012, p.1389). Kandilla & all (2018) discuss the influence of teacher's beliefs on their own actions and decisions in the classroom, they emphasize that teacher's beliefs are considered a form of knowledge that shapes their understanding of the world and influences how they approach their teaching methods and decision making processes.

Also in multicultural classrooms, where there is a kind of cultural diversity and requires incorporation by teachers and students with different cultural backgrounds and appreciation of cultural differences (Schotte et al., 2022), According to the article by Schotte et al. (2022), teachers who hold cultural beliefs or accept other beliefs are more likely to acknowledge and appreciate cultural differences in the classroom, viewing cultural diversity as enriching. This influences their teaching practices by shaping their instructional designs to be more inclusive and responsive to the needs of different students. Also, teachers with strong multicultural beliefs are more inclined to adapt their instructional practices and be less judgemental compared to those with weak multicultural beliefs.

#### **1.2.5 The Influence of Teacher's Beliefs on Student's Learning**

According to the web article written by Gupta and Sampat (2021), teacher's beliefs play an important role affecting their instructional and educational behaviors, therefore, it results to impact what students learn and perform academically. In their article, Gupta and Sampat Suggest that teacher expectations create a reinforcing cycle, where their convictions and assumptions of student's progress potential shape their actions, feedback, and eventually, creating more beliefs about student's growth. Another impact that teacher's beliefs have on students is on their classroom climate, in a blog written by "School Dekho", it is mentioned that a teacher's personal beliefs can influence the classroom climate and the way students interact with each other, for example, when a teacher beliefs in the importance of peer work and collaboration, he will encourage students to work together and create a supportive classroom environment. On the other hand, a teacher who believes in the importance of individual achievement and competition, will rather encourage students to compete against each other and create a more stressful and less supportive classroom environment, and that is not essentially a bad approach or strategy. Also, according to Deemer et al (2004) student's learning can be influenced by other multifaceted factors such as society and culture. in a study conducted by Chan and Elliott(2000) with Hong Kong teacher, distinct epistemological beliefs were identified, suggesting that cultural factors may play role in shaping these beliefs and developing conceptions about teaching and learning.

### **1.3 Teacher's Attitude**

Teacher's attitudes are the behavioral components that shape how teachers perceive and interact with their students and the teaching profession.

#### **1.3.1 Teacher's Attitudes Definitions**

Before delving into the attitude's definition pedagogically, Deepika et all(2017) give a general psychological definition of attitudes, they say that attitudes are described as mental

state of readiness that effect responses to all related objects and situations, potentially influencing whether an individual engages with a particular thing or activity with interest and sincerity.

Attitudes are stable thoughts, feeling and responses that an individual holds toward people, events or situations, which endure over time (MSEd, 2024).

Teacher's attitudes refer to the opinions and feelings that teachers hold towards various aspects of education, these attitudes can influence how teachers perceive and interact with students in the general education classroom (Emmanuelle Dubocage. 2023). Teacher's attitudes also refer to their emotional and psychological disposition towards a particular subject or discipline. (Oscar et al, 2019).

Another definition by Kahveci (2023) where he defines teacher's attitudes as the beliefs, understandings, and premises held by educators regarding the educational purposes and processes, and these attitudes shape the ways teachers interact with students, influencing their cognitive, affective, and social development. He also mentions that Erdogdu (2013) states that teacher's attitudes and behaviors rank as the second most significant factor impacting a student's academic performance.

## **1.3.2 Teacher's Attitudes Types**

Positive teacher's attitudes are sub-categorized into three types of positive attitude, the first is effective communication and ethical attitude, teacher's find this type of attitude the most valued for it includes chatting outside of class , listening to student's issues and aiding them find solutions. The second is professional competence and commitment, which refers to the approaches that teachers use in order to achieve a successful course while being aware to student's learning needs. The third type is individual support and trust, which entails teacher's

going beyond their traditional roles to provide emotional support, practical assistance, or basically, showing interest in student's needs whether they are academic or personal.

When it comes to negative teacher's attitudes, they are sub-categorized into three types. The first type would be professional inadequacy and irresponsibility, which refers to both inefficient course and time management, this allocates teacher's inability structure his lessons logically and coherently, and to utilize class time for instructional and academically beneficial purposes by engaging in unrelated and irrelevant activities or conversations. The second negative type is discrimination and injustice, in this type Kahveci (2023) mentions forms on how teacher can be discriminating and unjust towards students; discriminating and categorizing students based on achievement level, being unjust with grades and feedback, discriminating based on socio-economic status, favoring students or relating to them based on self-interest, or interacting with them based on gender, or political or religious beliefs. The third type is negative teacher's attitudes is negative classroom communication, which can appear in the form of incorrect intervention methods in unwanted situations; in Kahveci (2023) data collecting, he mentions that the participants report frequent student insult , humiliation and verbal and physical harm by teachers, which comes based on the performance , feedback or the behavior of students. They also mention that instead of demonstrating patience and empathy towards student's behavior, they display a harsh attitude, resulting fear and diminished student self-esteem, reducing their in-class engagement.

### **1.3.3 Teacher's attitudes influence on classroom environment**

Teacher's attitudes can have a significant influence on the classroom environment in various ways. According to Girard (2010) positive teacher attitudes can create a supportive and engaging atmosphere for students, leading to better learning outcomes. Girard (2010) mentions some ways in which teacher attitudes can impact classroom environment, for example; Role Modeling, teachers who exhibit positive attitudes towards learning and respect



can serve as role models for students, for the reason that students often mirror the behaviors and attitudes of their teachers, so a positive attitudes can foster a positive classroom culture, and a negative attitudes can do the opposite, making the classroom environment unhelping , and the teacher's objective harder. Teacher's attitudes can motivate students to engage in learning activities, participate in discussions, and strive for academic success; encouraging words and supportive interaction can inspire students to do their best while negative attitudes can do the opposite. Classroom management can be shaped by teachers' attitudes towards discipline, fairness, and consistency. A teacher with a calm and respectful attitude can effectively manage behaviour issues and create a safe space for all students. Another factor in managing classroom environment is communication; teacher attitudes can alter communication between students, parents, and colleagues, while clear and positive communication fosters trust and collaboration that contributes to a positive classroom climate, a negative and ambiguous communication will lead to confusion, lack of engagement and a frustrating learning and teaching environment (Reschly, 2007).

### **1.3.4. The Relationship between Teachers' Attitudes with Students' Engagement**

Deakin Crick (2012) discusses the concept of student engagement in learning and distinguishes between different types of engagement that are commonly found in educational literature. In his article, he mentions three main types of student engagement, starting with the first type which is conformance or compliance engagement; this type of engagement focuses on whether students adhere to the rules and regulations of an institution, often measure by concepts like attendance. However, it doesn't delve into the processes or outcomes of learning. The second type would be academic engagement; this type concentrates on a limited subset of outcomes related to academic performance, such as meeting certain criteria or passing tests .it is more focused on achievement within academic context. The last type which

is mostly most effective is intellectual engagement, also called deep engagement; this is described as a more comprehensive approach that encompasses the entire learning process and outcomes at a personal level. It considers the development of the individual as a learner within their community, acknowledging the influence of both immediate and broader social environment on learning. Bauman (2009) explains that deep engagement in the modern days, where the world is more networked and globalized, is very crucial in learning for two main reasons; the reason is identity formation, due to globalizing and individualizing pressures, the search for identity becomes more significant. Deep engagement in learning can facilitate the formation of identity in the middle of these complexities. The second reason according to Bauman (2009) would be that students are learning in an unpredictable world; meaning that traditional educational models aimed at predetermined outcomes. However, in the modern world, where outcomes are less predictable due to the quick change and uncertainty, there's a need for theory and practice of engagement that supports not only identity formation but also knowledge creation in dynamic environments.

When it comes to the relationship between teacher's attitudes with student engagement, there are many concepts that make them have a kind of mutual influence on each other. The main factor is motivation and demotivation; Takase et al (2019) emphasize the importance of teacher's attitudes and teaching approaches in influencing student's motivation, as they identify teachers' discouraging attitudes as crucial factors contributing to students' demotivation and result to long term disengagement, this is usually because teacher's and students have expectations from each other, for example, students anticipate their teachers to possess competence and deliver instruction in an engaging, logical and comprehensible manner, and not meeting these expectations will lead to disappointment.

### **1.3.5. Teacher's Attitudes in Harmony with Educational Goals**

According to Mislevy & Haertel (2006), educational goals are essentially the targets, objectives and aims that teacher's establish for what they want students to learn, and teachers use assessment to collect evidence to understand how effectively students are advancing towards these goals.

Teachers play an important role in shaping student's attitudes, beliefs and behaviors. Aligning teacher's attitudes with educational goals is essential for fostering a positive learning environment that aims to achieve student's success. And teacher's attitudes can align with educational goals in so many contexts and situations; for example in teacher-student communication, it is important for educators to decide which aspects of communication theory and skills to prioritize, in order to recognize, understand and focus on the goals of the student. Another example of harmony between teacher attitudes and educational goals is how a teacher is a role model for students and how he sees himself through his students' eyes. According to Brookfield (2017), teachers know how their actions are interpreted by students, and it helps them make better choices in how they behave, and reflect on their feedback and adapt teacher practices accordingly. This aligns with the goal of continuous improvement education, where educators strive to refine their teaching methods based on student needs, preferences and learning goals and objectives.

### **1.4 Teacher's Beliefs and Attitudes**

Teacher's beliefs about education and life and their attitudes towards teaching are interconnected. These beliefs shape the attitudes, influencing instructional practices, interactions with students, and overall classroom atmosphere. Positive beliefs lead to positive attitudes and vice versa.

**1.4.1. Common Aspects between Teacher's Beliefs and Attitudes**

Teacher's attitudes and beliefs are two concepts that are interrelated and influence each other, the mix of these two concepts usually is faced by the student who has to deal with whatever the result of this mix. The common aspects where teacher's beliefs and attitudes could meet are multiple; for example believing in student's potential, a study conducted decades ago demonstrated the significant impact of teacher's beliefs on teacher's attitudes and as a result, on student performance. In this study, researchers informed teachers that certain classes of students were identified as having greater potential for intellectual growth, even though all students were actually similar in achievement levels and were randomly assigned to the classes. Surprisingly, by the end of the year, the students in the classes where teachers were led to believe in their higher intellectual abilities showed notable improvement in their IO test scores compared to students in other classes. This research underscores the influential role of teacher's expectations, beliefs and behavior in shaping student outcome. Teacher's beliefs and attitudes also align with the teacher's pedagogical methods, for example, the teachers who believe in student-centered instruction, Reigeluth et al (2017) emphasizes the importance of mentors adopting an open attitude towards learning alongside students, allowing for customized projects and mastery, leveraging learner's interests, modeling appropriate behaviors. These align with the commitment to student centered instruction, which is a method that is believed in, and applied with attitudes that make learning tailored to individual needs and interests.

Teacher's beliefs and attitudes also work together during educational processes, according to The Organisation for Economic Co-operation and Development (2009), understanding and enhancing educational processes requires a thorough consideration of teacher's beliefs, practices and attitudes. These aspects are connected to how teacher's handle

the challenges they face in their daily work, impacting their overall well-being. Moreover, they play a vital role in shaping the learning environment for students and have a significant influences on student motivation and academic success.

### **1.4.2. Student Perception of Teacher's Beliefs and Attitudes**

Sari (2018) suggests that students perceive their teachers as primarily responsible for ensuring they receive the necessary support to achieve high standards in their learning. The use of the lecture method indicates a teacher-centered approach where the lecturer is more active in delivering material, and students are expected to listen and take notes. This implies that students may perceive their teachers as holding a belief on their own authority and expertise in transmitting knowledge. Additionally, the use of the recitation method to motivate students suggests that teachers may believe in encouraging student participation and engagement but still within the framework of teacher-directed activities. Overall, students may perceive their teachers as central figures in their learning process, with focus on the transmission of knowledge and teachers' active role in delivering instruction.

Zaim & al (2020) also discuss student's perception of teacher's beliefs, where they mention that students will perceive teacher's beliefs based on the teaching strategies the teachers use in class. Furthermore, they suggest that student's perception of teacher's beliefs will influence their outcomes and achievements in learning.

In the research of Zaim & all (2020) about how students perceive their teacher's beliefs regarding student achievement , the results showed no significant effect on student's perception of teacher's beliefs towards students' achievement, which accordingly implies that students may perceive teachers' beliefs indirectly through their experiences with different teaching methods and assessment tailored to individual learning needs.

When it comes to student's perception of teacher's attitudes, Etuk & al (2013) explain that the way students view their teacher's qualities can significantly impact the way they interact towards subjects like mathematics or any other school subject. Students often assess their teachers based on factors such as their understanding of the subject matter, communication skills, choice of teaching methods, and overall management of the classroom. A teacher who is viewed positively in these areas by students is likely to earn their confidence, respect and admiration.

In the research data collection of Ahmed & Aziz (2009) about attitude towards literature and literature teaching as perceived by the students, findings indicate a generally positive perception among students regarding their teacher's attitudes towards literature and its instruction, which was because of various positive aspects of teacher's behavior that contributed to this positive perception. It is noted that teachers demonstrate a high level of responsibility, creating an environment characterized by cooperation rather than competition. They also exhibit understanding towards student's learning needs, actively seeking to ensure comprehension and providing assistance when required. Additionally, teachers are described as fair and enthusiastic, showing concern for student's progress and achievements in the subject.

### **1.4.3 Teacher-Student Relationship**

Positive relationships between students and teachers have been shown to exert a significant influence on student achievement. It is widely acknowledged in educational literature that fostering a conducive environment characterized by mutual trust, respect, and recognition of individual student identities and contributions can lead to enhanced academic outcomes. Through such relationships, students are more likely to be engaged in industrious and intellectually stimulating tasks, as teachers set ambitious learning objectives while maintaining high expectations for their students. Moreover, positive student-teacher

relationships cultivate a sense of preparedness and confidence in students, fostering a balanced dynamic of teacher guidance and student autonomy. Overall it is understood that investing in and nurturing positive student-teacher relationships is instrumental in optimizing academic performance and fostering holistic student development (MSAN – student/teacher relationships, n,d). The dynamic between teachers and students revolves around their connections, requiring adept social abilities, empathy and mutual regard. The facets of the school environment play pivotal roles in fostering effective student education and growth. Scandinavian nations such as Denmark, Iceland, and Norway appear most proficient in averting disturbances while promoting constructive relationships simultaneously (OECD: Organization for economic Co-Operation and development, 2014).

When it come the teacher relationship with young students, or children, Baker (2006) mentions that it is commonly acknowledged that as children start school or move up to the next grade, they face numerous fresh obstacles. These include forming constructive connections with both their peers and educators in the school setting, as well as adapting to diverse cognitive, social and academic responsibilities.

Skaalvik & Rankin (1995) discuss the significance of the teacher-student relationships as a motivator for the development of competence and autonomy in a school setting. They emphasize how the dynamic between teachers and students play a crucial role in shaping students' beliefs about their academic abilities and their engagement in academic and school-related tasks. They also suggest that when students feel competent academically, they are more inclined to be interested and engaged in their academic pursuits, highlighting the importance of fostering relationships between students and teachers in achieving success in their educational endeavors.

### 1.5 Conclusion

This literature review explores the impact of teachers' beliefs and attitudes on teaching practices and student learning outcomes. Teachers' beliefs, often rooted in cultural backgrounds, personal experiences, and professional development, serve as guiding principles that inform instructional strategies and decision-making processes. These beliefs significantly influence classroom dynamics and teaching approaches, determining student learning. Teachers' attitudes, influenced by their predisposition and emotional disposition towards the teaching profession, also influence student engagement and behavior. This interaction is crucial for effective teaching and learning. Reflective practice is essential for educators to encourage continuous self-assessment and improvement. Inquiring into one's beliefs and attitudes can help teachers identify areas for improvement and modify their approaches to suit different student needs. Collaborating with others to share ideas and suggest alternative plans can improve the quality of instruction. This literature review provides a basis for understanding the complex nature of teachers' beliefs and attitudes and their impact on educational practice.



# Chapter Two

**Chapter Two: Methodology and Data Analysis**

**II.1 Introduction**

**II.2 Types of Research**

**II.2.1 Quantitative Research Method**

**II.2.2 Qualitative Research Method**

**II.3 Research Methodology and Design**

**II.3.1 The Target Population**

**II.3.2 Research Instruments and Data Collection**

**II.3.2.1 Interview Approach**

**II.3.2.2 Questionnaire Design and Administration**

**II.4 Data Analysis**

### 2.1 Introduction

This chapter is the practical and theoretical part of this thesis. It aims to clarify the methodology used in the investigation of the impact of the teacher's beliefs and attitudes on the academic achievements of elementary school students. The various research approaches that were used will be explored, focusing on both quantitative and qualitative methods. The two methods will be explained and their distinct characteristics will be mentioned. This chapter will also delve into the research methodology design, covering aspects such as sample population, data collection instruments, and data collection procedures. Specifically, two primary methods will be discussed, which are the questionnaire and interviews. Finally, the researcher will present an analysis of both qualitative and quantitative data before drawing conclusions based on the findings.

### 2.2 Types of Research

Generally, in any research endeavour, it is crucial to understand the different types of research methods available, each serving distinct purposes and offering unique approaches to inquiry.

#### 2.2.1 Quantitative Research Method

Quantitative methods place importance when using measurements and analysing data through mathematical or numerical means. This involves collecting data through surveys, questionnaires and polls or manipulating existing information using methods. The aim of this type of research is to collect numerical data and draw conclusions that can be applied to different groups of individuals or to provide insights, into specific phenomena (Babbie, 2010).

Quantitative research is about using structured tools to gather data from a diverse group of people. The findings need to be reliable and repeatable, so it is important to plan everything carefully before starting to collect data. This type of research mostly deals with numbers, so it is important to use different sorts of charts and tables to organize the findings, this helps to spot patterns and relationships between different things. The goal from this type of data collection and research method is to come up with general ideas or predictions based on the data collected. It might require to use surveys and special computer programs to gather and calculate all the numbers needed. Overall, quantitative research is about understanding and explaining what is observed by classifying features, counting them, and constructing statistical models (Research guides: Organizing your social sciences research paper: Quantitative methods, 2009).

### 2.2.2 Qualitative Research Method

According to Denzin & Lincoln (2005), the term ‘qualitative’ suggests a focus on the inherent qualities and characteristics of entities, as well as on processes and interpretations that may not be quantitatively measured or experimentally examined, or if measured, not just in terms of numerical values such as quantity, amount, intensity, or frequency. Qualitative researchers highlight the socially constructed nature of reality, emphasizing the close connection between the researcher and the subject of the study, as well as the contextual factors that influence the research process. They recognize the subjective nature of inquiry and influence the personal values. Their inquiries often centre on misunderstanding how social phenomena are constructed and imbued with meaning. Denzin & Lincoln (2005) also mention that many scholars in the social and behavioural sciences view qualitative inquiry not only as a research method but also as a distinct perspective on how to approach the investigation of research questions.

Qualitative research is marked by its naturalistic approach, where researchers observe participants in real-life settings without interference. Researchers themselves collect data

through methods like interviews, prioritizing diverse sources such as interviews and observations. Also, analysis is inductive, meaning that conclusions are drawn from the data itself emphasizing participants' interpretations. The research design is flexible and evolves based on insights gained and often guided by theoretical frameworks. Ultimately, qualitative research aims to provide a comprehensive understanding of complex issues by embracing multiple perspectives (Qualitative research methods-objectives, characteristics and strategies, 2020).

### 2.3 Research Methodology and Design

In this research work, a mixed-methods research design was adopted, a methodological approach encompassing a synthesis of both quantitative and qualitative research methodologies was adopted for data collection and analysis. Utilising both structured questionnaires and interviews, the researcher engaged with teachers to clarify the influence of teacher's beliefs and attitudes on the academic performance of elementary school students. This comprehensive approach facilitated a multifaceted exploration of the research inquiry, yielding insights into the complex interplay between pedagogical perspectives and student outcomes.

#### 2.3.1 The Target Population

The target population for this research study consisted of fifteen elementary school teachers from the Benzerrouki Ahmed Elementary school in Saida, Algeria, while the sample size may seem small, it was enough to provide a representative view of educators within a single school context. The decision to focus on teachers rather than students for data collection was deliberate from several considerations, student responses could not be depended on for academic conduct because of their young age, while students play a crucial role in the educational process, their perceptions and responses may be influenced or out of their range of understanding. By concentrating on teachers through questionnaire surveys and interviews, the research aimed to explore the direct impact of educators' beliefs and attitudes on student

academic achievement, offering a more targeted and focused investigation. Additionally, engaging with teachers provided an opportunity to gain insights into their pedagogical approaches, strategies, and professional perspectives, all of which contribute significantly to the learning environment and educational outcomes.

### **2.3.2 Research Instruments and Data Collection**

The current research aims to collect information about the impact teachers have on the student, mainly through their beliefs and attitudes, to achieve that, the researcher has adopted data collection methods of questionnaire surveys and interviews in order to analyse the teachers' perspective, and to understand why and how they behave in a certain way, and what methods they use to maintain a safe environment for education. The reason behind using two different data collection methods on the same population would be to collect different types of answers and ask more improvised questions during the interview.

#### **2.3.2.1 Interview Approach**

In any academic research, an interview serves as a qualitative research approach where information is gathered through the process of posing questions. It involves multiple participants, with one taking on the role of the interviewer who guides the conversation by asking questions, and the other participant or participants answering them (George, 2022).

In this data collection process, the researcher has prepared in advance the questions of the interview after reviewing the research objectives and questions to ensure clarity. And then a date was scheduled to arrive at the elementary school of Benzerrouki Ahmed. Before meeting with each teacher, the researcher explained the purpose and scope of the interview and the study. The researcher has started posing the prepared question in order, adding improvised but important questions. The Arabic standard language was used in all interviews conducted to facilitate understanding questions and avoid any misunderstood answers. As the teachers

answered the posed questions, the researcher continued to take notes of important details of teacher's answers by actively listening, summarizing and paraphrasing them. After reviewing the teachers' answers with them to ensure no misunderstanding has occurred, the teachers were thanked for their time and contribution to the study.

### 2.3.2.2 Questionnaire Design and Administration

A questionnaire is a set of questions designed to gather information from a specific group of people about their thoughts, experiences, and opinions. Questionnaires can be used to collect both qualitative and quantitative data. Questionnaires are widely used in various fields such as business, health sciences, and education. For example, businesses use them to get feedback from customers about their products or services, psychologists use them to understand people's perceptions of health risks, and academic researchers use them to collect credible data for their research (Bhandari, 2021).

In this research work, the researcher has prepared a questionnaire for elementary school teachers of Benzerrouki Ahmed elementary school. The purpose of this questionnaire was to collect teacher's perspectives and information regarding their beliefs, attitudes, and practices, and the way they affect students' outcomes and the educational environment. This questionnaire was distributed on 20 elementary school teachers, the questionnaire was written in Arabic to avoid miscomprehension of questions. The questionnaire contained 18 important questions, both open and close ended questions, that questions were categorised into four sections, the first one about demographic information, the second was about teacher's beliefs and attitudes, followed by the third which talked about the impact of student outcomes, and concluded the questionnaire with the some open ended questions in the fourth section of the questionnaire. This questionnaire consists of two distinct types of questions, closer-ended and open-ended. The closed ended questions include yes/no questions, multiple choice options, and Likert scale

ratings. In contrast, the open-ended questions prompt respondents to provide their responses in their own words.

### 2.4 Data Analysis

Data analysis is in a crucial phase in research endeavour, as it allows interpretation and understanding of the collected data. In this study, both qualitative and quantitative data analysis method of different forms of tables, pie charts, and diagrams were employed to gain comprehensive insights into the impact of teacher's beliefs and attitudes on the academic achievements of elementary school students.

#### 2.4.1 Thematic Analysis of Interviews

This interview's data analysis began by looking at what teachers think about their students' abilities and potential, basically, their beliefs. Teachers said they believe in helping students develop a growth mind set and resilience. They think it's important to have high expectations for all students. This belief led to different teaching methods, like giving personalized lessons based on each student's needs. Furthermore, teachers recognized that their personal beliefs can impact how students perform academically. They noticed a link between their positive beliefs and increased student engagement and achievement.

When it comes to the questions about teacher's attitudes, Teachers expressed warm attitudes toward students. These feelings included empathy, enthusiasm, and respect. Teachers used techniques like active listening, helpful comments, and a supportive classroom. They noticed positive attitudes made students engage more. Teachers felt approachability and encouraging words helped students participate. Teachers also emphasized how attitudes are connected with educational goals which let teachers build students' love of learning and social-emotional growth, adding how consistent positive attitudes were key for student success.



Some questions from the interview also focused on the interplay between teacher's attitudes and beliefs and their impact on teacher-student relationship. According to the teachers, good thoughts help trust and teamwork. Making teacher-student relationships stronger. If thoughts are bad though, it hurts talking and getting along with some students. The teachers said students respond well to good thoughts and feelings. They participate more and try harder. But bad feelings can make students not interested or act out. One of the teachers even described a phase of his educational career where he had a different mentality, when he had bad relationships with his students due to external personal issues, he described how unprogressively his teaching methods and attitudes were.

Teachers gave more ideas about how understanding their beliefs and attitudes helps students succeed, adding that making a caring environment for learning is key, with empathy, fairness and respecting differences. Challenges in communication with students, parents or colleagues were attributed by teachers to differences in beliefs and attitudes, like one of the teacher's scenarios where he described his experience of misunderstanding that occurred when meeting with a parent, this situation arose due to an irrelevant difference in cultural backgrounds, highlighting the need for cultural sensitivity training to enhance communication with parents from diverse backgrounds. Additionally, teachers shared methods to tailor lessons to different student need, skills and capabilities, lining up with their beliefs and attitudes, one strategy that was mentioned , emphasized the use of digital and technological aids, tools and resources to assist learner who require extra help, other teachers mentioned their will to use new ways to meet varied learning needs.

### **2.4.2 Analysis of the Questionnaire**

The questionnaire was addressed to elementary school teachers to gather data regarding their beliefs and attitudes and how they affect student's outcomes, class atmosphere, and the

educational environment, for that purpose it was distributed on 20 elementary school teachers of the elementary school Benzerrouki Ahmed.

### *Section one: Demographic Information*

#### **Question One: Teacher's Gender**

<b>Gender</b>	<b>Number of teachers</b>	<b>Percentage</b>
<b>Male</b>	<b>8</b>	<b>40%</b>
<b>Female</b>	<b>12</b>	<b>60%</b>
<b>Total</b>	<b>20</b>	<b>100%</b>

**Table 2.1 Teacher's Gender**

The Majority of teachers who responded were females (60%), with 12 out of 20 participants being women. Male teachers (40%) participated with a number of 8 out of 20, indicating a slightly higher presence of female elementary school teachers in the sample.

#### **Question Two: Age Distribution**

<b>Age</b>	<b>Number of teachers</b>	<b>Percentage</b>
<b>Under 25</b>	1	5%
<b>25-34</b>	6	30%
<b>35-44</b>	7	35%
<b>45-54</b>	4	20%
<b>55 and above</b>	2	10%
<b>Total</b>	20	100%

**Table 2.2 Teachers' Age distribution**

The highest percentage of respondents falls within the 35-44 age range (35%), followed closely by the 25-34 age range (30%), only one young teacher with age under 25 (5%) and two teachers at an age above 55 (10%). This suggests a balanced distribution of different age groups of teachers.

**Question three: Years of Teaching Experience**

Years of Experience	Number of Teachers	Percentage
1-5 Years	6	30%
6-10 years	6	30%
11-15 years	4	20%
16 years or more	4	20%
<b>Total</b>	<b>20</b>	<b>100%</b>

Table 2.3 Teachers' years of teaching experience

Teachers with 1-5 years of experience and 6-10 years of experience each include 30 % of the respondents. The remaining 40% were split between those with 11-15 years of experience and those with 16 or more years of experience, conveniently, having a good amount of teachers with more years of experience helps making the data collection more accurate.

***Section Two: Teacher's Beliefs and Attitudes***

**Question One:** How strongly do you agree or disagree with the following statement:

'All students have the potential to succeed academically"?

Teacher Agreement	Number of Teachers	Percentage
Strongly Agree	14	70%
Agree	4	20%
Neutral	2	10%
Disagree	0	0%
Strongly Disagree	0	0%
<b>Total</b>	<b>20</b>	<b>100%</b>

Table 2.4 Teachers' Belief in student's potential

The very strong agreement (70%) with the statement that all students have academic potential indicates a positive mind-set among teachers. Four teachers (20%) out of 20 also

answered have answered with ‘Agree’, while just two (10%) of the teachers feel neutral towards this statement.

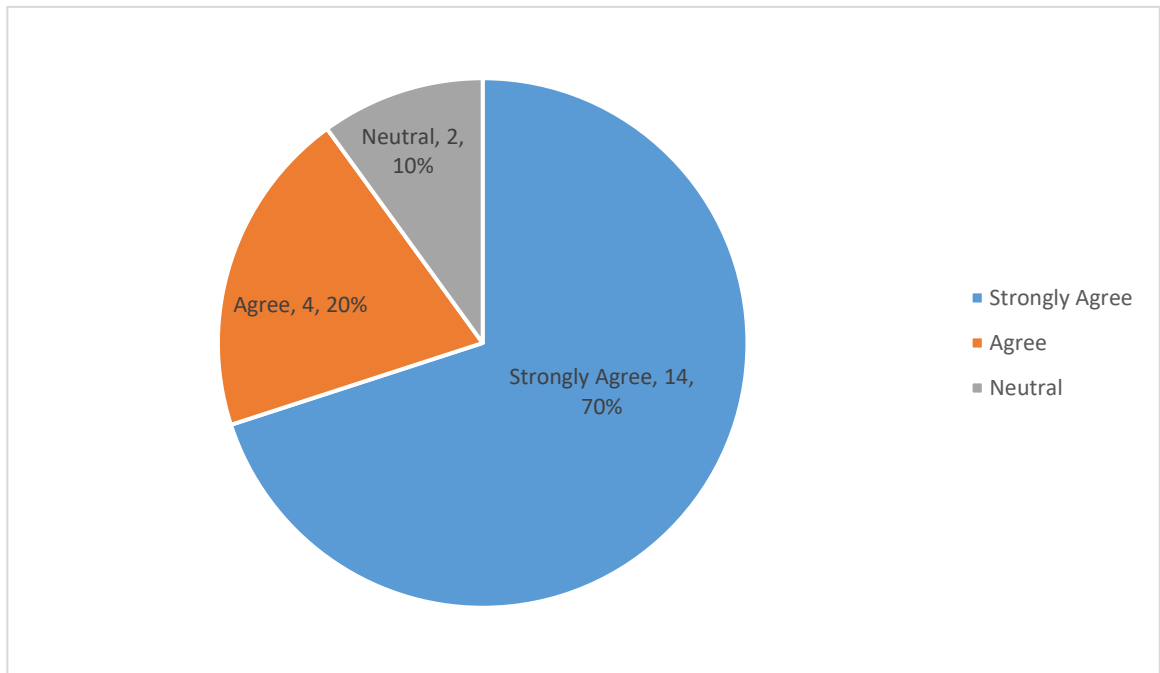


figure 2.1 Teacher's Belief in student's potential

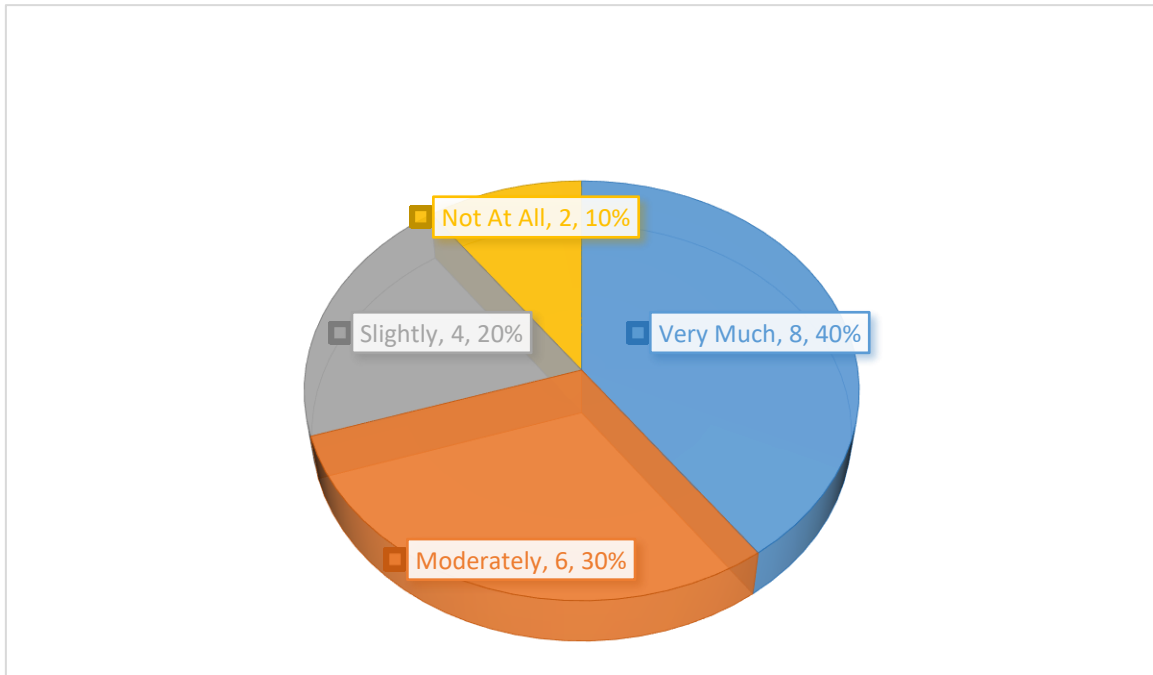
**Question Two:** How much do you believe a student’s background (e.g. socioeconomic status, family situation) affects their academic performance?

Teacher’s Responses	Number of Teachers	Percentage
Not At All	2	10%
Slightly	4	20%
Moderately	6	30%
Very Much	8	40%
Extremely	0	0%
<b>Total</b>	<b>20</b>	<b>100%</b>

Table 2.5 Teachers’ Belief in Student’s Background

A large percentage (40%) attributing significant impact to student’s backgrounds underscores awareness of socio-economic disparities in education, it can be seen in the

following questionnaire question that socio-economic background plays a relevant factor in a student’s education. In the other hand, two of the teachers believe that a student’s background has no impact on student’s performance in class, or at least they think, it shouldn’t.



**Figure 2.2 Teacher’s Belief in the Impact of Student’s Background on his Performance**

**Question Three:** What do you believe is the primary reason for achievement gaps among students?

<b>Factors</b>	<b>Number of Teachers</b>	<b>Percentage</b>
<b>Socioeconomic Factors</b>	12	60%
<b>Differences in Innate ability</b>	2	10%
<b>Quality of Previous and Current Teaching</b>	4	20%
<b>Cultural Differences</b>	1	5%
<b>Other</b>	1	5%
<b>Total</b>	<b>20</b>	<b>100%</b>

**Table 2.6 Achievement Gap Factors According to Teachers**

Socioeconomic factors are identified as the primary reason for achievement gaps by the majority of respondents (60%) suggesting an understanding of the impact of economic

difference on educational outcomes. Other reasons cited include the quality of teaching, innate ability differences, and cultural differences, each mentioned by smaller percentages of respondents.

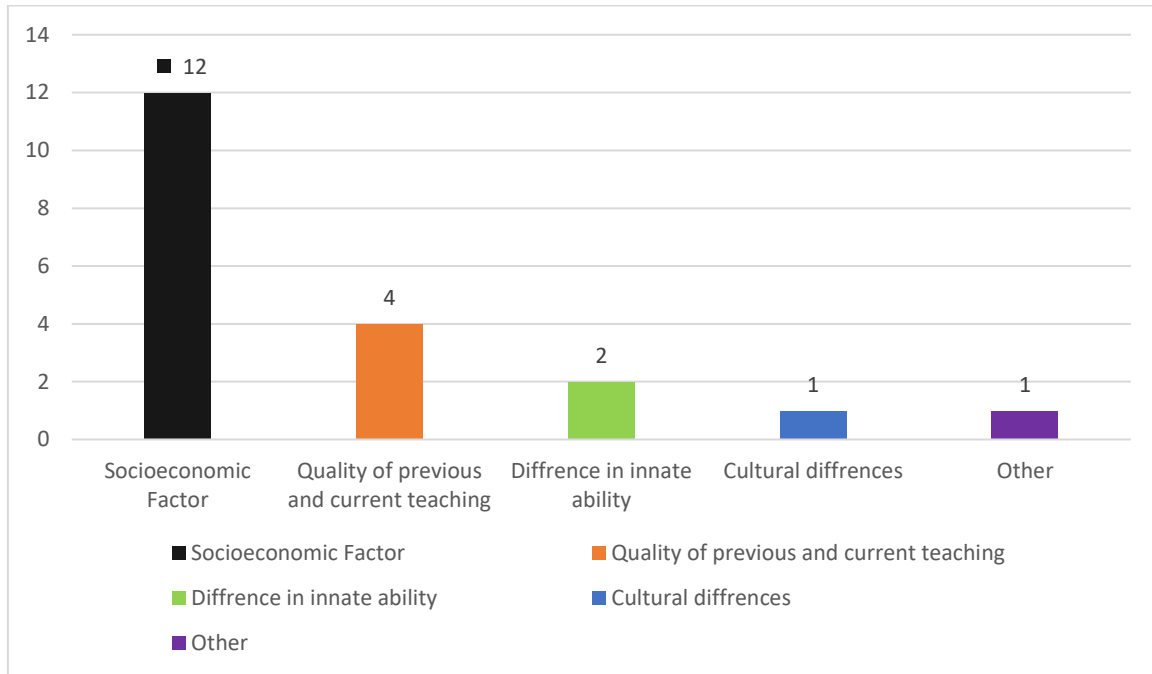


Figure 2.3 Teacher’s Beliefs in Primary Reasons for achievement gap

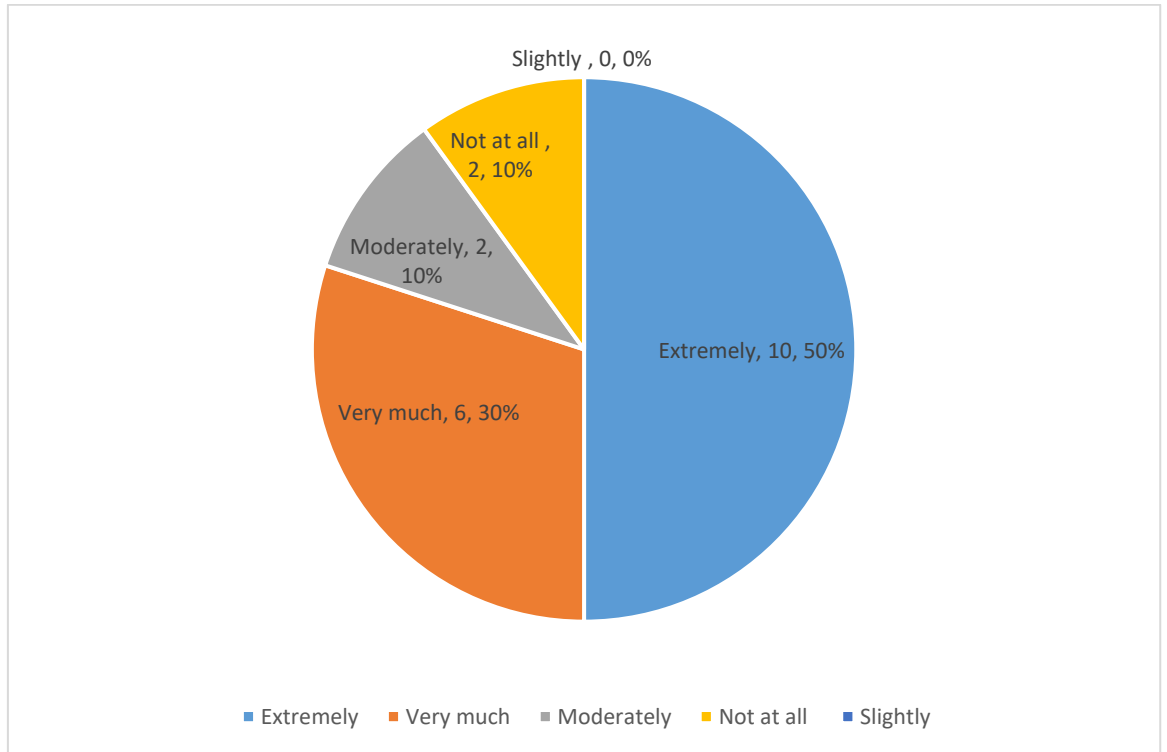
**Question Four:** to what extent do you think your attitudes towards a student impact their academic performance?

Teachers’ Responses	Number of Teachers	Percentage
Not At All	2	10%
Slightly	0	0%
Moderately	2	10%
Very Much	6	30%
Extremely	10	50%
<b>Total</b>	<b>20</b>	<b>100%</b>

Table 2.7 the impact of Teacher’s attitudes on Student’s Performance

A significant majority of respondents (80%) believe that their attitude towards students has a significant impact on their academic performance. Among them, 50% strongly

agree and 30% agree very much. Only 10% of teachers believe their attitude has no impact on performance.



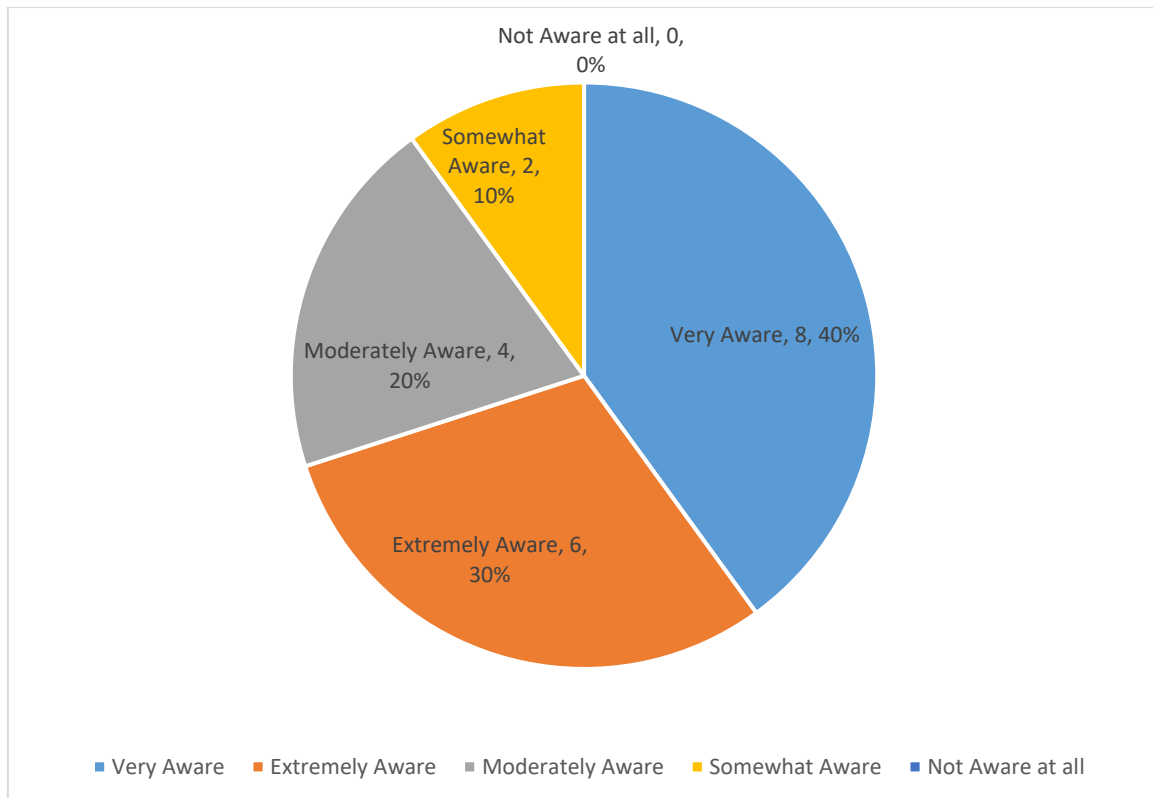
**Figure 2.4 The belief impact of teacher’s attitudes on performance**

**Question Five:** how aware are you of your own biases when it comes to interacting with students?

Teachers’ Awareness	Number of Teachers	Percentage
Not Aware at All	0	0%
Somewhat Aware	2	10%
Moderately Aware	4	20%
Very Aware	8	40%
Extremely Aware	6	30%
<b>Total</b>	<b>20</b>	<b>100%</b>

**Table 2.8 Teacher’s Awareness of Biases**

40% of respondents consider themselves very aware of their own biases when interacting with students. Indicating a high level of self-awareness and mindfulness in their teaching practices. 30% are extremely aware while 20% are moderately aware. None of the participants claim to be not aware at all.



**Figure 2.5 Teacher's Awareness of biases**

**Question Six:** How do you perceive the role of a teacher in fostering academic success among students?



Teachers' Perception	Number of Teachers	Percentage
Very Important	12	60%
Important	6	30%
Neutral	2	10%
Not Very Important	0	0%
Not Important At All	0	0%
<b>Total</b>	<b>20</b>	<b>100%</b>

Table 2.9 Teacher's Perception of His Role in Academic Success

The majority (90 %) recognizing the teacher's role as important in fostering academic success Shows the significant responsibility educators hold in shaping student outcomes. This perception highlights the potential influence of teacher beliefs and attitudes on instructional practices and student motivation.

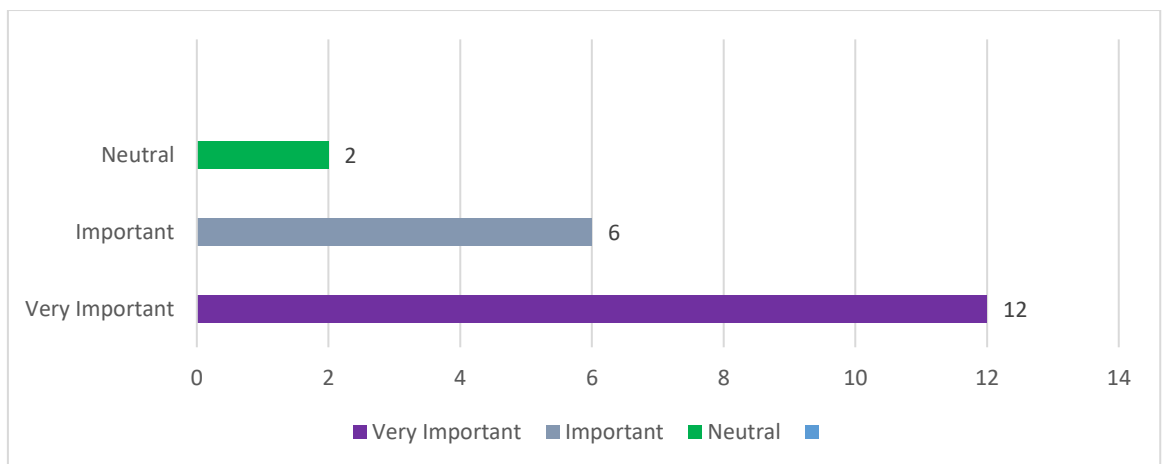


Figure 2.6 Perception of Teacher's Role in Fostering Success

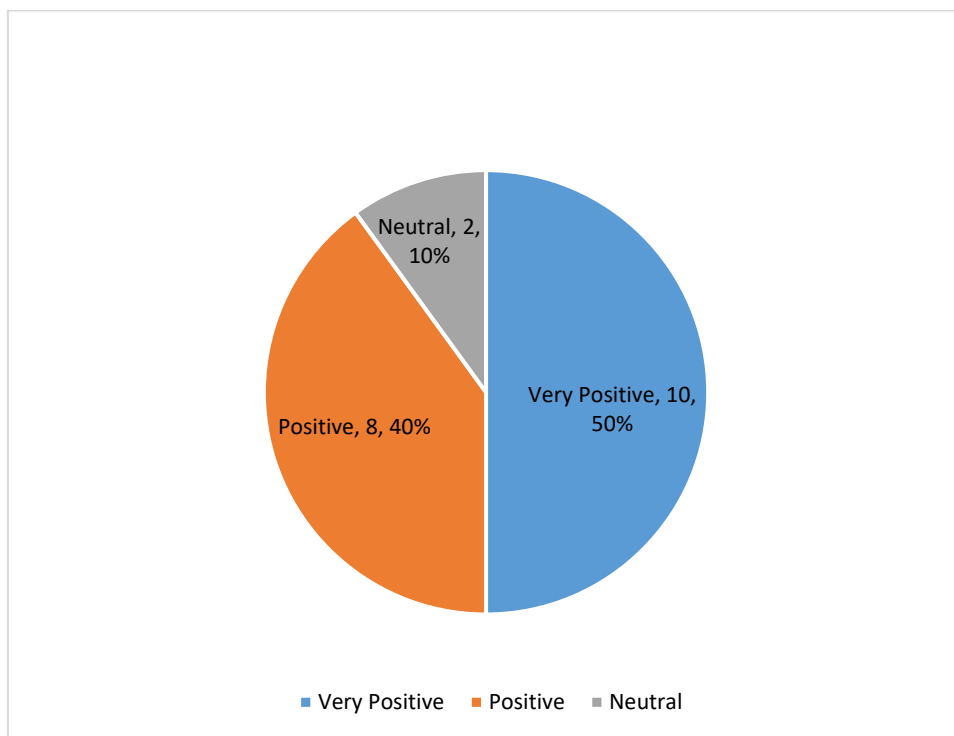
*Section Three: Impact on Student's Outcomes*

**Question One:** How do you perceive your relationship with your students?

Teachers' Perception	Number of Teachers	Percentage
Very Positive	10	50%
Positive	8	40%
Neutral	2	10%
Negative	0	0%
Very Negative	0	0%
<b>Total</b>	<b>20</b>	<b>100%</b>

**Table 2.10**Teacher's Perception of His Relationship With his Students

The positive perception of teacher-student relationships (90% positive and very positive) indicates a conducive classroom environment that fosters trust and collaboration. Strong teacher-student relationships are associated with improved academic performance and socio-emotional well-being.



**Figure 2.7** Teacher's Perception of His Relationship With his Students

**Question Two:** Have you noticed any differences in the academic performance of students based on their perceived level of teacher support?

The majority of respondents (90%) observed differences in academic performance based on teacher support, with only two (10%) answering no, which shows the influential role educators play in student success. This finding emphasizes the importance of providing adequate support and resources to meet diverse learning needs.

**Question Three:** In your opinion, what are the main factors that contribute to student's academic success?

The analysis of responses for this open-ended reveal various factors. The first one is parental involvement which is shown to be crucial, with active participation in school activities, regular communication with teachers and reinforcing learning at home all mentioned as important aspects. Next, the quality of teaching has a huge impact on student performance that includes engaging lessons, explanations that are easy to understand and individualized work towards different student needs. Furthermore, student engagement and motivation is also emphasized since curiosity must be nurtured and chances for them to actively take part should be available. Additionally, effective classroom control ensures a well maintained discipline so that every child is supported according to their specific needs; it also allows them to have access to resources needed by learners. It also includes making positive peer relationships and maintaining good health habits. Finally, applying proper methods of assessment, giving feedback can ensure an objective evaluation of learners' achievements.

**Question Four: 4.** Have you observed any situations where your beliefs or attitudes towards a student positively or negatively affected their academic performance? If yes, please provide details/example.

A pattern emerges upon analysis of responses from the teachers regarding the effect of their beliefs and attitudes towards student's academic performance. Some teachers noted that positive beliefs and attitudes towards students resulted in better educational outcomes for them. There were ordinarily cases where instructors of these classes had great expectations, gave friendly conditions and praised the abilities of the pupils. On the other hand, there were occurrences when teachers had a tainted perspective toward learning with children hence negatively impacting on their attitude towards them. For instance, this indicated how subconscious discrimination resulted to neglecting some scholars during studies which could affect their schooling life in future. Still, some teachers mentioned about recognizing such biases as well as acting to ensure an equal educational environment for everyone involved. Thus, those answers stress out how important self-awareness is when it comes to reflective practice and continuous efforts aimed at challenging biases in order to guarantee just and efficient education system for all pupils.

**Question Five:** How do you think teacher's beliefs and attitudes contribute to the overall school climate and student motivation?

It is without a doubt that the beliefs and attitudes of teachers have a big influence on the school's climate in general and student motivation. According to several educators, it is their positive thoughts about their students' potentials and abilities that propagated a supportive and encouraging environment inside the school. Some teachers emphasized that when they exhibit confidence in learners' abilities they provide them with a sense of belonging hence creating an atmosphere of trust, cooperation, and respect among students. Most importantly, according to their perspective, teacher's attitude towards teaching and learning directly impacts student motivation. Enthusiastic teachers who are committed to their work motivate students to be actively engaged in the process of learning. Conversely, the participants acknowledged that negative attitudes or pessimistic beliefs can create a

demotivating environment thereby affecting student participation and willingness to learn. On the whole, when it comes to shaping the educational atmosphere; this shows how influential educators' ideas and moods are over individuals being taught there; thus demonstrating necessity of positive mind-sets formation as well as developing an amicable learning surrounding for pupils.

### *Section Four: Open Ended Questions*

**Question One:** What strategies or approaches have you found effective in overcoming biases or negative attitudes towards students?

Primary school teachers provided valuable insights into effective strategies to overcome prejudice or negative attitudes towards students. Several teachers emphasized the importance of self-awareness and regular reflection as key steps in addressing bias. Actively exploring personal beliefs and attitudes toward students according to them, enables teachers to better identify and challenge biases. Additionally, teachers emphasized the importance of fostering empathy and genuine understanding of students' backgrounds, experiences, and strengths. By promoting empathy, teachers can build stronger relationships with students and reduce the impact of bias in their interactions. Furthermore, it emerged as a key strategy to create a culture of inclusiveness and diversity within the school setting. Teachers emphasized the importance of celebrating difference, encouraging respect, and giving students the opportunity to express their unique perspectives. Additionally, the use of implicit bias training and professional development workshops was emphasized as an effective means of providing the knowledge and skills needed to manage bias conscientiously. Through education and awareness raising, teachers can develop strategies to reduce the impact of bias on their teaching practices.

**Question Two:** Please share any additional thoughts or experiences related to teacher beliefs and attitudes that you believe are relevant to this study.

The teachers offered insightful reflections that shed light on their impact on student learning outcomes. A recurring theme in the responses was the emphasis on maintaining a positive attitude towards students and providing encouragement at all times. Teachers expressed a strong belief in the power of reinforcement, and that celebrating and encouraging small successes creates a healthy learning environment. Furthermore, teachers emphasized the important role their expectations play in influencing student performance. The importance of setting high, but realistic expectations for all students regardless of background was emphasized. In addition, teachers discussed the importance of developing a growth mind set in students, and emphasized the belief that they can grow and improve through effort and resilience. Building positive relationships with students emerged as another important factor, with teachers highlighting the importance of showing caring, empathy and understanding to positively influence students' perceptions of learning how to support their students' learning needs.

**Question Three:** What do you think can be done to improve the learning environment for elementary school students based on teacher beliefs and attitudes?

Teachers provided valuable insights in response to a question about strategies based on teachers' beliefs and attitudes to improve the learning environment of primary school students. Teachers emphasized the importance of promoting a positive climate in the classroom through positive, ongoing reinforcement strategies such as acknowledging and celebrating student achievement. In addition, fostering inclusion emerged as an important factor, with teachers highlighting the importance of embracing diversity and implementing inclusive learning practices to match students' needs and abilities they also recommended building strong teacher-student relationships mentioning that it is a foundation for creating a

supportive learning environment, in which teachers emphasize the importance of showing caring, empathy and understanding towards students. Finally, it is recommended that teachers be provided with ongoing professional development opportunities to instil effective teaching strategies and social emotional learning skills, which will ultimately support students' academic success.

### 2.5 Conclusion

Based on the methodology and data analysis presented in this chapter, it is clear that the influence of teachers' beliefs and attitudes on the academic achievement of elementary students has been extensively developed. Using a combination of quantitative and qualitative research methods, the study explored different aspects of this complex relationship between students and teachers. Through questionnaire survey and interviews with primary school teachers, valuable insights were gathered into their beliefs, attitudes and practices, and how these factors affect student achievement and the educational environment.

The quantitative analysis revealed important factors in teachers' perspectives, such as a strong belief in students' abilities and an acknowledgment of socio-economic factors affecting academic achievement. Meanwhile, the qualitative research provided deeper insights into the nuances of teacher-student relationships, the role of attitudes in student success, and strategies for overcoming biases and negative attitudes.

**Chapter**

**Three**



## **Chapter Three: Discussion and Interpretations of the Findings**

### **III.1 Introduction**

### **III.2 Discussion and Interpretation of the Main Result**

#### **III.2.1 Questionnaire Analysis**

#### **III.2.2 Interview Insights**

### **III.3 Summary of the Findings**

### **III.4 Conclusion**

## **Chapter Three      Discussion and Interpretations of the Findings**

### **3.1 Introduction**

This last chapter will be a brief overview of the findings of the research methodology used in this thesis for data collection. Using the findings from the questionnaires and interviews conducted, the researcher will examine the teachers' responses, actions, and emotions regarding their attitudes and beliefs and how they impact student's outcome. The purpose behind this study is to find out how teacher's beliefs and attitudes impact student's academic achievement, whether negatively or positively, and also to suggest more positively effective strategies.

### **3.2 Discussion and Interpretation of the Main Result**

For the purpose of gaining a clear understanding of the impacts of teachers' beliefs and attitudes on elementary school students' academic achievements, the results of the previous analysis of the two instruments which are the teacher questionnaire and interviews, will be discussed and interpreted in this section.

#### **3.2.1 Questionnaire Analysis**

When it comes to the question about whether teachers agree with the statement of “All students have the potential to succeed academically”, the majority of teachers do strongly agree, which shows a high level of teachers' belief in their student's abilities. There was a small number of teachers whose answers were neutral, although it is important to understand the perspectives of these teachers to help address the misconceptions about student's abilities. Overall, the findings for this question suggest that teachers questioned generally have positive perceptions of students' academic abilities, which can serve as a solid foundation for encouraging students' achievement in the primary school setting.

The second and third questions which involves the impact of the students' background in their performance have shown the effect that a student's background can become critical to their achievements in many levels and for different reasons. The teachers were asked to be

## Chapter Three Discussion and Interpretations of the Findings

honest, and a majority of them have stated that the student's background has an impact on the student performance in so many ways, most of them were for socioeconomic factors, which could include their parents' income level, education, their access to resources, and their neighbourhood environment, all these shape student's educational experiences and achievements. For example, students from high income families and students from lower income families may not have the same resources for school or they may not have the same living conditions, which can hinder or facilitate their academic success. Another options was the quality of previous and current teaching, it is most likely that some students in their previous years of learning have faced different forms and levels of effective teaching, the difference would be in teaching practices, engaging activities, teachers' support and feedback, these can affect student's readiness and abilities to succeed. Therefore it is important to ensure a high quality of teaching across all institutions and levels of education to narrow the achievement gap between students. Another factor that was suggested not by many teachers is the innate abilities of students which includes their cognitive skills, aptitude and talents, all these can influence how easily or hard student grasp concepts, solve problems, and excel in certain subjects. Additionally, cultural differences were chosen as a factor by just one teacher. Cultural differences have effect on student's values, beliefs, learning styles, and their approaches to education, which comes through differences in language proficiency, communication styles and cultural expectations, these could all be challenges that students face in addition to cultural biases. One teacher answered with "other", when asked about this other factor, he stated motivation as a crucial factor in student achievement, of course, motivated students have a better ability when it comes to engaging in learning, persisting through challenges and striving for academic success, while students who lack it, are disengaged from school, and struggle academically and are more likely at risk of failing. The fourth questions is about the extent of the impact of teacher's attitudes on a student's academic performance. Most teachers believe that their attitudes have a significant impact on

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students through several ways. Teacher's attitudes can be expressed in different forms, such as expectations, like when teachers show enthusiasm for student abilities, motivation is also a form of teacher attitude. Feedback, support, emotional well-being and student-teacher relationships are all forms of teacher attitude that help to create an encouraging classroom environment for students to strive and achieve their full potential, just as negative teacher's attitude will demotivate them and develop a dislike for the teacher, his subject, and even learning in general.

When it comes to the fifth question that involves teacher's awareness of their biases when interacting with students, most teachers have stated that they are aware, the point of this question was to encourage teachers to reflect on their attitudes and behaviours when interacting with learners, the findings indicate that most teachers recognize the importance of self-awareness in their roles and understand that biases can negatively affect their interactions with students. Based on the answers, teachers are or must be prepared to treat all students fairly and equitably in order to eliminate the possibility of bias, and create an inclusive classroom environment where all students feel valued and respected regardless of their background or character. The findings from the sixth question that is about teacher's perception of their roles in fostering success reveal a common belief among primary school teachers that they have an important role, this shows that educator are committed to prioritize student success and to invest in a supporting learning environment, it reflects a commitment to provide quality instruction, personal support, and supportive relationships for student growth and academic achievement.

The first question of the third section of the questionnaire was about teacher's perception of their relationship with their students, whether it was positive or not, the majority of teachers (90%) responded positively, this implies a good strong relationship between teachers and students, with a sense of connection, trust and mutual respect in the classroom

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setting. According to the responses, teachers have been able to build strong relationships with their students. It is likely that this relationship is characterized by supportive interactions, which provide a positive learning environment in which students feel valued and are encouraged to engage actively in their learning, this can be proved through the results of the following question that asks about the noticed differences in academic performance based on teacher support, the majority of teachers answered positively with a percentage of 90%, which suggests that teachers are aware of the impact of their support and encouragement on student learning outcomes, and that they recognize that quality and depth of interaction with students play an important role in shaping their success in the classroom.

The third question of the third section of the questionnaire that is about the main factors that contribute to a student's academic success, in which many factors were mentioned, the most mentioned factor is parental involvement, this highlights the importance of collaboration between home and school environment, suggesting that parents should be actively aware or participating in school activities, this also suggests that parents should have maintain a regular contact with teachers and reinforce learning at home. The second emphasised factor was the quality of teaching, which highlights the importance of effective teaching practices in facilitating student learning, including engaging courses, clear explanations, and personalized instruction tailored to individual students' needs. Another important factor that was mentioned student engagement and motivation, for some teachers they are key to academic success because they influence student's willingness to invest time and effort in learning. Teacher's who create active, interactive learning experiences capture student's interest and make learning meaningful to their lives, by incorporating hands-on activities, group discussions, and real-world applications, teachers can inspire curiosity and excitement about learning.

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In the fourth and fifth questions of the third section, the teachers provided examples of situations they had with some students where their beliefs and attitudes affected or contributed to their performance, based on that, it is safe to say that the promotion of positive beliefs is associated with positive academic outcomes, which are the results of high expectations from teachers, supportive classroom environment, and recognition of students' abilities. On the other hand, some negative attitudes can occur because of accidental neglect or bias, which eventually impacts their learning and class performance, and so it is mentioned by the teachers the need to address and challenge these types of biases and ensure that all students are equally and justly treated. Teacher's self awareness is important in order to reflect on the teaching practices, and the efforts to create an inclusive educational system that meets the needs of all pupils are necessary.

In this final section of the questionnaire, teachers have freely talked about their experience, beliefs, attitudes, and strategies about the creation of an inclusive, respectful, shedding light on their importance in shaping a supporting learning environment and impacting student outcomes, especially in elementary schools. It is again emphasized the significance of self-awareness and reflection in addressing biases and negative attitudes towards students, and how important it is the need for continuous professional development to equip teachers with the skills to manage different students moreover, the role of empathy and inclusivity in cultivating strong teacher-student connections and establishing nurturing learning atmospheres is important, for it makes the student feel appreciated and honored. Additionally, the focus on nurturing optimistic attitudes, establishing lofty goals, and nurturing a growth-oriented mindset highlights the significance of fostering a culture of achievement and strength within the educational setting. In conclusion, these findings indicate that educators' beliefs and perspectives play a significant role in shaping their instructional

## **Chapter Three      Discussion and Interpretations of the Findings**

methods and eventually, student achievement. This underscores the value supporting positive, welcoming, and self-reflective approaches in elementary education.

### **3.2.2 Interview Discussion**

The interviews with primary school teachers provided interesting insights into how much their beliefs and attitudes affect students' achievement. Several key points were discovered as a result:

First, teachers devoted themselves to a growth mind-set and served high potential for all children through unique teaching strategies that are adjusted to meet individual needs. It is thus by taking up this kind of personalized approach that students' success and engagement in life is attained.

Second, inclusion of multiculturalism and diversity in classrooms enhances respect and inclusivity between different cultures among students. Teachers can do this by integrating diverse materials into lessons, celebrating cultural events, thus creating an environment that supports learning and academic performance.

Moreover, the warm attitudes and positive interactions fostered between teachers and students form the foundation trust building rapport; it also influences greatly on the aspect of relationships. Students will be motivated by their empathy, enthusiasm and other qualities if they have them, leading to active involvement in learning activities which lead to better grades at the end. To be able to support such a student, it is imperative to establish an atmosphere of empathy and care. Teachers' stress on the aspects like compassion, justice, and respect ensures that the supportive environment exists where students are valued and motivated for excellence in their studies.

In order to handle challenges and enhance understanding between educators, parents as well as students, it is important that one has effective communication. This recognition by teachers

## **Chapter Three      Discussion and Interpretations of the Findings**

of the importance of cultural sensitivity training and open dialogues which could result in communication barriers is emphasized as the best way to foster collaboration in pursuit of student achievement.

Lastly, adapting teaching methods for diverse students' abilities and needs including use of digital/technological resources indicates how teachers personalize classes according to changing learning styles and capabilities. With this flexibility comes increased student engagement leading to improved academic success.

In conclusion, this study shows how classroom dynamics can be shaped by what teachers believe or think about. Teachers can positively affect students' performance in school as well as their overall health through creating a caring inclusive culturally responsive classroom climate.

### **3.3 Summary of the Findings**

Through the interpretation of the questionnaire and interview discussion, it can be underscored that the behaviour of the teachers and their relationship with students were positive, or at least how it should be:

- Teachers have high feelings in securing all learners an opportunity for excellence at school.

- Teachers acknowledge the significant impact of their attitudes on student performance, emphasizing the importance of positive expectations, motivation, feedback, and supportive relationships.

- Most teachers show signs of realization about their biases as well as self-awareness important in ensuring classroom fairness and justice. More importantly they view themselves as key players who facilitate children's achievements through well-tailored instruction programs alongside building strong relationships with them.



## **Chapter Three      Discussion and Interpretations of the Findings**

-Good academic outcomes are associated with strong teacher-student relationships, characterized by trust and respect. Students' learning results and engagement get significantly influenced by the support and encouragement they receive from their teachers.

-The factors that have been identified as important for student academic success include parental involvement, quality teaching, student motivation, and engagement, highlighting the importance of collaboration between home and school environments.

-Teachers emphasize the importance of adapting teaching methods to accommodate diverse student abilities and needs, including the use of digital and technological resources to enhance student engagement and academic success.

### **3.4 Conclusion**

This chapter explores the impact of teachers' beliefs and attitudes on the academic achievement of elementary school students. The results indicate that a majority of teachers have a positive view, which is based on the belief in students' capacity to succeed. Similarly, having a positive teacher attitude can facilitate learning conditions necessary for student success just as it does with innovative education approaches.

# **General Conclusion**

## General Conclusion

Teachers' beliefs and attitudes play a critical role in shaping the educational experiences and outcomes of elementary school students. This thesis has explored the multifaceted impact of these beliefs and attitudes on student performance, emphasizing the importance of a positive, inclusive, and supportive classroom environment.

This research investigates how elementary school teachers' beliefs and attitudes influence student academic achievement, aiming to provide insights into the mechanisms through which these factors affect educational outcomes. The primary aim of this study is to understand the extent to which teachers' beliefs and attitudes towards students impact their academic performance and overall educational experience. Despite extensive research on various factors influencing student achievement, there remains a significant gap in understanding the specific impact of teachers' beliefs and attitudes. This study addresses this gap by exploring these psychological and relational aspects in the context of primary education. The findings of this research are particularly relevant in highlighting the critical role teachers play in fostering an equitable and supportive learning environment. By understanding how teachers' attitudes and beliefs influence student outcomes, educational stakeholders can develop strategies to enhance teacher training and professional development. This study answers the central research problem by demonstrating a clear link between positive teacher beliefs and attitudes and improved student performance. The research questions, which focused on the nature of these beliefs and their direct impact on student engagement and achievement, have been addressed through both qualitative and quantitative data.

The research hypotheses proposed in this study have been largely confirmed. Positive beliefs about students' academic potential were shown to create an enabling learning environment, leading to higher student engagement and achievement. This was evidenced by data demonstrating that classrooms with positive teacher attitudes experienced better student

## General Conclusion

performance. Additionally, the study confirmed that recognizing and addressing teacher biases while fostering inclusive classroom climates positively influences student outcomes. Teachers who were aware of their biases and actively promoted inclusivity reported stronger student relationships and improved academic achievements. Furthermore, the hypothesis that effective communication and collaboration among educators, parents, and students enhance educational interventions and support student achievement was also supported. Findings indicated that strong teacher-student relationships and parental involvement significantly contributed to student success. Overall, the hypotheses were validated through comprehensive qualitative and quantitative data, reinforcing the critical impact of teachers' beliefs and attitudes on student performance.

The study reveals that teachers with positive beliefs and attitudes towards their students tend to create supportive and inclusive classroom environments, which in turn enhance student engagement and academic performance. Key findings include that a high percentage of teachers believe in their students' potential for excellence, significantly influencing student motivation and engagement. Positive teacher-student relationships, characterized by trust and respect, are crucial for academic success. Furthermore, the study highlights that socioeconomic factors, quality of teaching, and parental involvement are critical elements affecting student achievement. Overall, the data indicates that classrooms with teachers who maintain positive attitudes and actively work to build strong relationships with their students see higher levels of academic performance and engagement.

This study has several limitations that must be acknowledged. The sample size is relatively small and localized to a specific geographic area, which may limit the generalizability of the findings. Additionally, the reliance on self-reported data from teachers could introduce bias, as responses may be influenced by social desirability or personal perspectives. Moreover, the study primarily focuses on elementary education, which may not

## General Conclusion

fully capture the complexities of teacher-student dynamics at other educational levels. These limitations suggest that while the findings provide valuable insights, further research with larger, more diverse samples and broader educational contexts is needed to validate and expand upon these results.

Based on the findings, several recommendations are proposed. First, it is essential to implement comprehensive training programs that emphasize the importance of positive beliefs and attitudes towards students. Additionally, providing ongoing professional development opportunities focused on cultural sensitivity, bias recognition, and inclusive teaching practices is crucial. Encouraging greater collaboration between schools and families to support student learning and engagement is also recommended. Furthermore, advocating for policies that promote equitable education practices and address systemic barriers to student success is necessary. Finally, conducting further studies with larger and more diverse samples will help validate and expand upon the findings of this research.

In conclusion, this thesis underscores the pivotal role of teachers' beliefs and attitudes in shaping student academic outcomes. By fostering positive, inclusive, and supportive classroom environments, teachers can significantly enhance the educational experiences and achievements of their students.

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# APPENDICES

# Appendices

## Appendix A

### Teachers' Questionnaire

Dear teacher,

Thank you in advance for accepting my invitation to participate in this humble research that is designed to investigate the impact of teacher's beliefs and attitudes on the academic achievements of elementary school students. This questionnaire aims to gather your perspective and experiences on various aspects of teaching, in order to contribute to a larger effort to enhance educational practices and outcomes for young learners. All responses and identities will be kept confidential, thank you for your time and dedication to shaping minds of future generations.

#### Section One: Demographic Information

1. **What is your gender?**

.Male

.Female

2. **What is your age**

. Under 25

.25-34

.35-44

.45-54

.55 And above

3. **How many years have you been teaching elementary school students?**

.1-5 years

.6-10 years

.11-15 years

.16 years or more

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## Section 2: Teacher's beliefs and attitudes

**1. How strongly do you agree or disagree with the following statement: 'All students have the potential to succeed academically''**

.Strongly agree

.Agree

.Neutral

.Disagree

.Strongly disagree

**2. How much do you believe a student's background (e.g. socioeconomic status, family situation) affects their academic performance?**

.Not at all

.Slightly

.Moderately

.Very much

.Extremely

**3. What do you believe is the primary reason for achievement gaps among students?**

. Socioeconomic factors

.Differences in innate ability

.Quality of previous and current teaching

. Cultural differences

.Other (please specify)

.....

.....

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**4. To what extent do you think your attitude towards a student impact their academic performance?**

- .Not at all
- .Slightly
- .Moderately
- .Very much
- .Extremely

**5. How aware are you of your own biases when it comes to interacting with students?**

- .Not aware at all
- .Somewhat aware
- .Moderately aware
- .Very aware
- .Extremely aware

**6. How do you perceive the role of a teacher in fostering academic success among students?**

- . Very important
- .Important
- .Neutral
- .Not very important
- .Not important at all

### Section3: Impact on student outcomes

**1. How do you perceive your relationship with your students?**

- . Very positive
- .Positive



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.Neutral

.Negative

.Very negative

**2. Have you noticed any differences in the academic performance of students based on their perceived level of teacher support?**

.Yes

.No

**3. In your opinion, what are the main factors that contribute to a student's academic success?**

.....  
.....  
.....  
.....

**4. Have you observed any situations where your beliefs or attitudes towards a student positively or negatively affected their academic performance? If yes, please provide details/example**

.....  
.....  
.....  
.....

**5. How do you think teacher's beliefs and attitudes contribute to the overall school climate and student motivation?**

.....  
.....  
.....  
.....

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## Section 4: Open ended questions

1. **What strategies or approaches have you found effective in overcoming biases or negative attitudes towards students?**

.....

.....

.....

.....

.....

2. **Please share any additional thoughts or experiences related to teacher beliefs and attitudes that you believe are relevant to this study**

.....

.....

.....

.....

.....

**What do you think can be done to improve the learning environment for elementary school students based on teacher beliefs and attitudes?.....**

.....

.....

.....

.....

## Appendix B

### The Original Questionnaire (Arabic)

عزيزي المعلم،

شكرًا مقدمًا على قبول دعوتي للمشاركة في هذا البحث المتواضع الذي يهدف إلى دراسة تأثير معتقدات ومواقف المعلمين على التحصيل الأكاديمي لطلاب المدارس الابتدائية. يهدف هذا الاستبيان إلى جمع وجهات نظرك وتجاربك حول جوانب مختلفة من التدريس، من أجل المساهمة في جهود أوسع لتحسين الممارسات والنتائج التعليمية للمتعلمين الصغار. سيتم الحفاظ على سرية جميع الردود والهوية، شكرًا لوقتك وتفانيك في تشكيل عقول الأجيال القادمة.

#### القسم الأول: المعلومات الديموغرافية

##### 1. ما هو جنسك؟

- ذكر -

- أنثى -

##### 2. كم عمرك؟

- أقل من 25 -

- 25-34 -

- 35-44 -

- 45-54 -

- فأكثر 55 -

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3. كم عدد السنوات التي قضيتها في تدريس طلاب المدارس الابتدائية؟

سنوات 1-5 -

سنوات 6-10 -

سنة 11-15 -

سنة أو أكثر 16 -

القسم الثاني: معتقدات ومواقف المعلم

"إلى أي مدى توافق أو تعارض مع العبارة التالية: "جميع الطلاب لديهم القدرة على النجاح الأكاديمي". 1.

أوافق بشدة -

أوافق -

محايد -

أعارض -

أعارض بشدة -

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إلى أي مدى تعتقد أن خلفية الطالب (مثل الوضع الاجتماعي والاقتصادي، الحالة العائلية) تؤثر على أدائه الأكاديمي؟. 2.

لا تؤثر على الإطلاق -

قليلاً -

بشكل معتدل -

كثيراً -

بشكل كبير جداً -

ما هو السبب الرئيسي الذي تعتقد أنه يؤدي إلى فجوات في التحصيل بين الطلاب؟. 3.

العوامل الاجتماعية والاقتصادية -

اختلافات في القدرة الفطرية -

جودة التعليم السابق والحالي -

الاختلافات الثقافية -

أخرى (يرجى التحديد) -

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إلى أي مدى تعتقد أن موقفك تجاه الطالب يؤثر على أدائه الأكاديمي؟. 4.

لا يؤثر على الإطلاق -

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قليلاً -

بشكل معتدل -

كثيراً -

بشكل كبير جداً -

ما مدى وعيك بتحيزاتك الخاصة عندما تتعامل مع الطلاب؟ 5.

غير واعي على الإطلاق -

واعي إلى حد ما -

واعي بشكل معتدل -

واعي جداً -

واعي للغاية -

كيف ترى دور المعلم في تعزيز النجاح الأكاديمي بين الطلاب؟ 6.

مهم جداً -

مهم -

محايد -

ليس مهم جداً -

غير مهم على الإطلاق -

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القسم الثالث: تأثير على نتائج الطلاب

1. كيف ترى علاقتك مع طلابك؟

- إيجابية جداً -

- إيجابية -

- محايدة -

- سلبية -

- سلبية جداً -

2. هل لاحظت أي اختلافات في الأداء الأكاديمي للطلاب بناءً على مستوى الدعم الذي يتلقونه من المعلم؟

- نعم -

- لا -

3. برأيك، ما هي العوامل الرئيسية التي تساهم في نجاح الطالب الأكاديمي؟

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4. هل لاحظت أي مواقف أثرت فيها معتقداتك أو مواقفك تجاه الطالب بشكل إيجابي أو سلبي على أدائه الأكاديمي؟ إذا

كان الجواب نعم، يرجى تقديم تفاصيل/أمثلة

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5. كيف تعتقد أن معتقدات ومواقف المعلمين تساهم في البيئة المدرسية العامة وتحفيز الطلاب؟

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القسم الرابع: أسئلة مفتوحة

1. ما هي الاستراتيجيات أو الأساليب التي وجدتتها فعالة في التغلب على التحيزات أو المواقف السلبية تجاه الطلاب؟

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2. يرجى مشاركة أي أفكار أو تجارب إضافية تتعلق بمعتقدات ومواقف المعلمين التي تعتقد أنها ذات صلة بهذه الدراسة.

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ما الذي تعتقد أنه يمكن القيام به لتحسين بيئة التعلم لطلاب المدارس الابتدائية بناءً على معتقدات ومواقف المعلمين؟

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## Appendix C

### Teachers' interview

This appendix contains the transcript of the questions proposed in the interviews conducted as part of the research of this thesis. The interviews were held with some teachers of the elementary school of Benzerrouki Ahmed, in addition to some elementary school teachers online, the primary aim of these interviews was to gain in-depth insights into the teachers' mentality, practices, and beliefs for engaging students in elementary education.

All responses have been noted to maintain accuracy and authenticity. All information have been anonymized to protect the privacy of the teachers that participated.

The following questions were proposed to a number of 7-10 elementary school teachers of Benzerrouki Ahmed and others online:

#### 1. Teacher's Beliefs:

- a. How would you define your beliefs regarding student's abilities and potential in the classroom?
- b. Can you share some examples of how your beliefs about students have influenced your teaching practices?
- c. Have you ever had students with different cultural beliefs? If so, how do your beliefs about diversity and multiculturalism influence your teaching approach and interactions with students from different cultural backgrounds?
- d. In what ways do you seek to promote cultural understanding and appreciation among your students through your beliefs and teaching practices?
- e. How do you think your personal beliefs and beliefs about your students impact their academic performance?

#### 2. Teacher's Attitudes:

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- a. What types of attitude do you hold towards your students, and how do these attitudes manifest in your classroom?
- b. Have you notices and correlation between your attitudes towards students and their engagement level in class?
- c. How do you assure that your attitudes align with the educational goals set for your students?

### **3. Teacher's beliefs and attitudes:**

- a. How do your beliefs and attitudes towards students impact the quality of your relationships with them?
- b. Can you describe a time when your beliefs and attitudes towards a student positively influenced your relationship with them? How about a time when it posed challenges?
- c. How do you perceive student's reactions to your beliefs and attitudes towards them?

### **4. Additional questions:**

- a. How do you believe understanding the influence of teacher beliefs and attitudes can contribute to improving educational outcomes for students?
- b. What principles or values guide your interactions with students on a daily basis?
- c. Can you discuss any challenges you face in communicating effectively with students, parents or other educators due to differences in beliefs and attitudes?
- d. Can you share some examples of how you differentiate instruction to meet the diverse needs and abilities of your students, considering your beliefs and attitudes

## Appendix D

### Teachers' Interview Questions in Arabic

تم طرح الأسئلة التالية على عدد من معلمي المرحلة الابتدائية (7-10) من مدرسة بن زرقى أحمد وغيرهم عبر الإنترنت

#### معتقدات المعلم

- ا- كيف تعرّف معتقداتك بشأن قدرات وإمكانات الطلاب في الفصل؟
- ب- هل يمكنك مشاركة بعض الأمثلة عن كيفية تأثير معتقداتك حول الطلاب على ممارساتك التعليمية؟
- ج- هل سبق لك أن تعاملت مع طلاب من ثقافات مختلفة؟ إذا كان الأمر كذلك، كيف تؤثر معتقداتك حول التنوع والتعددية الثقافية على نهجك التعليمي وتفاعلاتك مع الطلاب من خلفيات ثقافية مختلفة؟
- د- بأي طرق تسعى لتعزيز الفهم الثقافي والتقدير بين طلابك من خلال معتقداتك وممارساتك التعليمية؟
- هـ- كيف تعتقد أن معتقداتك الشخصية ومعتقداتك حول الطلاب تؤثر على أدائهم الأكاديمي؟

#### مواقف المعلم

- ا- ما هي أنواع المواقف التي تحتفظ بها تجاه طلابك، وكيف تتجلى هذه المواقف في فصلك الدراسي؟
- ب- هل لاحظت أي ارتباط بين مواقفك تجاه الطلاب ومستوى مشاركتهم في الفصل؟
- ج- كيف تضمن أن مواقفك تتماشى مع الأهداف التعليمية المحددة لطلابك؟

#### معتقدات ومواقف المعلم

- ا- كيف تؤثر معتقداتك ومواقفك تجاه الطلاب على جودة علاقاتك معهم؟

ب- هل يمكنك وصف موقف أثرت فيه معتقداتك ومواقفك تجاه طالب بشكل إيجابي على علاقتك به؟ وماذا عن موقف شكلت فيه تحديات؟

ج- كيف تلاحظ ردود أفعال الطلاب تجاه معتقداتك ومواقفك تجاههم؟

### أسئلة إضافية:

ا- كيف تعتقد أن فهم تأثير معتقدات ومواقف المعلم يمكن أن يساهم في تحسين النتائج التعليمية للطلاب؟

ب- ما هي المبادئ أو القيم التي توجه تفاعلاتك مع الطلاب على أساس يومي؟

ج- هل يمكنك مناقشة أي تحديات تواجهها في التواصل الفعال مع الطلاب أو أولياء الأمور أو المعلمين الآخرين بسبب اختلافات في المعتقدات والمواقف؟

د- هل يمكنك مشاركة بعض الأمثلة عن كيفية تفريق التعليم لتلبية احتياجات وإمكانات طلابك المتنوعة، مع مراعاة معتقداتك ومواقفك؟