

KNOWLEDGE, ATTITUDES, AND PRACTICES OF SECONDARY SCHOOL
TEACHERS TOWARDS STUDENTS FROM DIFFERENT SOCIOECONOMIC
STATUS: A CASE OF MWANZA URBAN, TANZANIA

STUDENT'S NAME

**A dissertation submitted in partial fulfilment of the requirement for the award of the
Master of Philosophy Degree in Education**

Presented on:

DECLARATION

This research study is my original work and has not been submitted to any other examination body or presented for any award at any other University. No production of the research should be done without my consent.

Sign: _____ Date: _____

STUDENT DETAILS

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SUPERVISOR DETAILS

ABSTRACT

This study examined the knowledge, attitude, and practice of secondary school teachers towards students of different socioeconomic status in a selection of schools in Mwanza urban, Tanzania. For this study, the descriptive research design was adopted because the researcher had no intention of manipulating the variables under investigation. They were to be studied as they occur naturally. The population of the study involved teachers from the schools within the area of study. From this, a sample of sixty teachers from five schools was selected using random sampling techniques. The research instrument applied for the study was a self-structured questionnaire. The research involved the formulation of three hypotheses, which were tested using the Chi-square statistical tool. The results obtained from the tests were compared to the critical value at 0.05 level of significance. Based on the results obtained from the study, the researcher concluded that the knowledge, attitude, and practice of secondary school teachers towards students of different socioeconomic backgrounds have an impact on the academic performance of the students. As a result, the researcher recommends that teachers need to evaluate themselves and come up with ways of promoting equality in the school environment. Policymakers and curriculum developers also need to come up with comprehensive policies and curricula for the entire education system, alongside more recommendations. There are also several areas that the researcher has identified to need further study. These include the impact of parents' involvement in their children's academic performance, effects of teacher-parent relationships on the academic performance of students, and the impact of schools' socioeconomic status on the academic performance of the students.

The other suggestion for further study was on how the proximity to a student's school affects their educational and social development.

DEDICATION

Dedicated toandwith gratitude
and love for their support

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I would like to give special thanks to
..... and.....for their time and support. I am grateful to the teachers
who freely shared their thoughts, perceptions, and experiences. The honesty in the interviews
indeed showed the complexity of the issue at hand. Without these experiences, this study could
not have been accomplished
.....
.....

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LIST OF ABBREVIATIONS AND ACRONYMS

HLE: Heyneman – Loxley Effect

HSES: High Socioeconomic Status

LSES: Low Socioeconomic Status

SES: Socioeconomic Status

DEFINITION OF OPERATIONAL TERMS

To be able to provide working explanations of the critical terms used in this study, definitions using extracts from the literature review have been provided. These definitions and explanations are not intended to be without dispute or all-inclusive. Specific keywords used in this study are

expounded to bring out clarity. Educational entities and scholars have used the same terms in both different and similar ways, as words may have different meanings in different contexts. Therefore, an understanding of the anticipated vocabulary used and the key terminologies all through the study has been identified below.

ACADEMIC PERFORMANCE: This is considered as the demonstration of knowledge and skills acquired, displayed in the academic subjects, and such achievements are shown by test scores or grades allocated by teachers. It is the school's assessment of students' classwork as measured based on grades and marks

EDUCATIONAL LEVEL: This is the social competency and individual development, carried on in a designated, meticulous setting which can be established as a college or school.

EFFECTS: The consequence or result of anything which is either positive or negative.

FAMILY: This is a unit consisting of father, mother, and children.

HOME ENVIRONMENT: This refers to parental experience and aspirations for children, objects, and material conditions in the home for comfort and also specific behavioural processes conducive to learning.

PERCEPTIONS: These are feelings, philosophies, and thoughts of someone. They are also the way an individual or group of people comprehend or deduce something.

QUALITATIVE RESEARCH: Qualitative research means an assortment of study techniques and processes interconnected with the aim of trying to comprehend the intricacies of the social world where we live and how we think, act, and make sense of our lives.

SOCIAL CLASS: Social class is founded on models of ranked social groups or categories in which people who share a similar economic or social status are clustered together. The most common clusters are lower, middle, and upper class.

SOCIOECONOMIC STATUS: This means a position of respect or recognition in which one finds himself or herself in a given society. Such a situation may not be genetic but attained through individual determinations and efforts like values, beliefs, literary background, financial status, profession, and social class.

1.0 INTRODUCTION

1.1 Background of the Study

Knowledge, attitude, and practice are essential aspects of any given field that one needs to reflect on continually. Educators tend to have sharply contrasting views and knowledge about students from different socioeconomic status. The significant role of a teacher in the teaching process on the students who either come from an impoverished or wealthy background is an important one to ponder over. This is because of the need for student success. When a student is successful, the joy and satisfaction are reflected in the parents as they too feel successful. Therefore, parents can participate in making decisions concerning educational pathways for them. Students, especially from single-parent homes, may often have their parents not having time to attend some of the teacher-parent conferences because of so much demand from their jobs, which do not give them time off. It becomes a challenge to the student because of the embarrassment of the teachers' perception of them compared to their affluent mates. This study will be focused on getting to investigate and learn more about the knowledge, attitudes, and practices of teachers concerning their students from varied socioeconomic backgrounds. It is impossible to separate the family and socioeconomic status of any individual. It is an indisputable fact that the family and home are the pivots around which the initial years of any child rotates and centred on the parents as role models. Subsequently, parental supervision, discipline, and guidance usually impact on the behaviour of the children. The mother often has the most parental impact within a family. Childbearing and child rearing are inseparable from each other, and the way the family practices them has a remarkable effect on the whole life of a child as well as academic life.

Generally, the socioeconomic climate or environment in which an individual gets themselves to a great extent defines his or her personality development and behaviour. The word family derives its origin and meaning from a Latin word, which is translated to mean *domestic group*. These are people who consistently share a common residence and common food source and supply (Xiao & Liu, 2017). Some other essential features of a family include cooperation, reproduction, and economic aspects. It comprises grown-ups of both sexes, at least two who can sustain a socially accepted sexual relationship and one or more children, owned or adopted by the cohabiting adults. Research reveals that adolescents that are aggressive teenagers always came from unsteady and conflict-ridden households where battles and disputes were widespread incidences. The family is the initial provider of physical, emotional, and continued social contact that gives him or her emotional satisfaction and affection, including quality education, to last the child for a lifetime. This teaches the child the social requirements for his or her behaviour that enables him or her to interact effectively in other studying institutions. When looking at the history of the development of families, before the mid-1980s, family rules took the form of ethical and virtuous speculations (Bergen, Zuijen, Bishop & Jong, 2016).

An unstable family will no doubt provide most of the frustrations in life, most of which may cause unhappiness and mental imbalance in life because of failure to provide the child with an adequate sense of security, emotional maturity, and the necessary socialization. Therefore, the common saying, *charity begins at home*. In the modern complex society where adults and adolescents have left security to traditional households to seek jobs in the urban centres, industrial centres, and cities, marriages are always confronted with many challenges that affect the stability of homes. (Bergen et al., 2016).

The development of the factories and industries in our urban centres and the continued movement of people from the rural to the towns and cities, the mobility and recurrent changes of workers' residents, the entry of women into some industries, occupation, and business, and the shifting economic roles of wives and husbands, tend to create a risk to marriage stability. This consequently contributes to the socioeconomic status of a child's background. This current instability also has the tendency to impact negatively educational, cultural, social, and economic outcomes hence derail the outlook and values of life. The changes have rapidly occurred and continue to occur and yet not fully engrossed into our mode of life. Youths are usually far away from their families, who can guide them through the early life challenges. They find themselves in the hands of teachers during secondary school life and higher education.

Consequently, they may become social liabilities if they have little or no moral training from the teachers. The effect of this on the students' academic performance and achievement in schools should, therefore, be better imagined. This is due to the fact that the much required parental love, care, and guidance are inadequate.

Education is labelled as the best investment that an individual can ever make. Educated children will be able to access suitable employment and meaningful life as well as increased national productivity. It is crucial, therefore, that children relate closely to their parents during infancy, although to adulthood. It is only parents who can provide a sense of belonging for adequate physical, mental, and educational growth. Without parental warmth and affection, during the vital years of life, they become adversely affected in all aspects of life. Education develops an individual's potential, intellect, and character as well as a sense of responsibility hence making them better people.

The Tanzanian Ministry of Education, Science, and Technology acknowledges education as an instrument for excellence that can be used to affect national development. In this regard, it is always at the forefront of strategizing how to improve the education sector. The Education Sector Development Plan 2016/17-2020/21 is an excellent example of a detailed plan of how to improve education (Ministry of Education, 2018). Education prepares an individual for life, and it is a process of accruing skills and knowledge for future use. On the other hand, academic achievement and performance define the supreme level of performance that a child or an individual can attain in educational activities when every essential support and prospects by family as well as the school establishments and teachers. Nevertheless, the environment where a child is raised plays an integral part in his or her growth and development even in the pre-natal phases of life. Furthermore, insufficient care or antagonistic interrelationships in the child's immediate environment frequently generate a state of anxiety and emotional grief in the child, which may also impact significantly on the entire future life of the child.

The physical environment where a student learns can as well impact his or her learning outcomes. In this regard, teachers have a lot to do to safeguard the mental, emotional, psychological balance, aspiration and personality, value orientation, as well as the academic performance of the students. However, the achievement of these qualities varies from one student to another, dependent on the home and family socioeconomic status that they find themselves in. Challenging home conditions have a significant impact on educational success and performances of students. A child raised by a single parent, for instance, a male parent bringing up a female child, and vice-versa, children raised in the nonattendance of the mother, most often have levels of problems in adjustment in studies and later life.

A child who is emotionally and psychologically deprived can hardly be adequately motivated to attain high academic success. Linking students' socioeconomic status with the performance in schoolwork, one can argue that infants who receive adequate care, affection, and attention from parents right from the beginning are most likely to succeed emotionally and socially. Some study shows that children from working mothers have a tendency for a higher reading score, better language, and intellectual ability (McLaughlin & Sheridan, 2016). It is essential to find out how the knowledge, attitudes, and practices influence the learning process and the academic performance thereof. It is worth noting that teachers regularly take classes on career growth to attain more approaches to teach their students. However, they may be unaware of the unseen obstacles caused by their perceptions about their students. This study described the knowledge, attitudes, and practices of teachers to students from low and high socioeconomic status. It, however, does not attempt to verify that all poverty factors and gaps of academic achievement narrowed. Given the context, this study endeavours to validate the above divergent assertions through the determination of truth underlying the influence or non-influence of teachers' knowledge, attitude and practice towards students from different socioeconomic status in some selected secondary schools of Mwanza, Tanzania.

1.2 Statement of The Problem

Individuals have distinctive identities, backgrounds, and cultures, as the population becomes more varied over time. With this and other diversities continuing to increase in society today, a significant need for equity among people of different backgrounds becomes relevant. In educational institutions, it is vital to embrace this for the achievement of equitability in the classroom.

There are several ways through which educators may adopt best practices to promote this equity. First, teachers must pay attention to and identify bias, stereotyping, oppression, and student ideas in the classroom. This helps students to learn from their differences even when they are challenging. Next, the teacher should set classroom standards such as building students' ability to learn in discomfort, listening to everyone's voice and setting personal teaching standards. Teachers also need to consider the students' backgrounds, experiences, and identities that students from every unique class bring on board. Teachers need to have the basic principles of fairness and ethical practice in a teaching environment to ensure students have the same opportunities. This is, however, not always achievable because of the perceptions based on social status, gender, or ethnicity.

The goal of equity in education goes beyond the application of certain principles in the teaching process to developing a curriculum that tackles diversity and implementation of fair standards by teachers to students and student peers. United Nations Children's Fund (UNICEF) defines education as a means of ending generational disease and poverty, and the way to deal with it is through justice, ethics, and equity (Bruckauf & Chzhen, 2016). There is a lot of research and documentation on teachers' perceptions of students from low socioeconomic backgrounds and little on high socioeconomic backgrounds, majorly focusing on health issues. One research done in the United States documented teachers' perceptions of students from low and high socioeconomic status. However, there is no study documented on the secondary school teachers' knowledge, attitude, and practices towards students from different socioeconomic status.

This study intended to help teachers recognize socioeconomic elements that may hold back the students' performance. Once educators understand this, platforms may be created to help students scale up academic success based on their best abilities and skills.

1.3 Broad Objectives

To assess knowledge, attitude, and practice of secondary school teachers towards students from different socioeconomic status in Mwanza urban, Tanzania.

1.4 Specific Objectives

1.4.1 To examine how the teachers' knowledge about the students' socioeconomic status influences the students' academic performance.

1.4.2 To investigate the extent to which the teachers' attitudes towards the students' socioeconomic status affect the students' academic performance.

1.4.3 To assess the impact of teachers' behaviours towards the students' socioeconomic status on the students' performance.

1.5 Research Questions

The following are the questions that the research sought to answer.

1.5.1 How does the teachers' knowledge about the students' socioeconomic status influence the students' academic performance?

1.5.2 To what extent does the teachers' attitudes towards the students' socioeconomic status affect the students' academic performance?

1.5.3 what is the impact of teachers' behaviours towards the students' socioeconomic status on the students' academic performance?

1.6 Research Hypotheses

The following null hypotheses were tested during the study:

1.6.1 Students' academic performance is not significantly influenced by the teachers' knowledge about the students' socioeconomic status.

1.6.2 Students' academic performance is not significantly affected by the teachers' attitudes towards the students' socioeconomic status.

1.6.3 Students' academic performance is not significantly impacted by the teachers' behaviours towards the students' socioeconomic status.

1.7 Justification

The findings of this study are intended to provide insights into an evolving area of research in the education setting. Although the concept of knowledge, attitude, and practice has been widely documented in some other fields of study, it has not received much attention in the area of education focusing on students' socioeconomic status. By understanding the various socioeconomic status of students, interventions can be developed tailored to students' needs.

Additionally, education managers can incorporate the concept into the curricula to promote the success and welfare of students. This study aimed at contributing to proposals for improving the use of appropriate strategies to increase the knowledge of teachers and change wrong beliefs concerning students from different socioeconomic status. Furthermore, it will offer new insights into this vital sector and contribute to the literature.

1.8 Purpose of Research

If it is certain that education is a weapon of liberty from poverty, diseases, and ignorance, then the education of a child should mean providing the child with the capability to mend himself or herself. The required educational standard will, in any small way, contribute to the improvement of the child's worth; therefore, the child will be able to play his or her role in nation-building. The importance of improving educational standards, by all means, is because

education will both develop the individual's personality in full and also prepare them to take up specific professions that will bring change to his or her environment.

Due to the dynamic role education plays in building the nation, most people are concerned about the value and quality of education that a child is given. The National Policy on Education, for instance, places much emphasis and prominence on qualitative education for the advancement of a resilient and virile nation. Many factors have to be put into consideration for this dream to be apprehended, of which is the students' home environment and the family socioeconomic status. Many pieces of research on the teachers' KAP towards students' socioeconomic status and family background on academic performance have been carried out in most developed countries in North America and Europe. In order to compare with these earlier researches, there is the need to explore the association between teachers' knowledge, attitude, and practice towards secondary school students' socioeconomic status and their academic performance. Besides, the observations and interpretations have revealed that not all students are bright, some may be dull, others average, and some brilliant. Poor academic performance in some students may not automatically be a result of poor teaching quality or lack of elementary teaching and learning amenities and facilities in a given school. Hence, the need to investigate how the teachers' knowledge, attitude, and practice towards students from low and high economic status affects their academic performance and possibly help in getting a solution to students' poor academic performance and hence improving the quality of education.

The distinctive contribution of this research study was based on its focus on the teachers' knowledge, attitude, and practice towards students from low and high economic status. This gave a grasp of the teachers' understanding, feelings, and behaviours in the learning process. Furthermore, it was intended that the outcome of the study would help to comprehend the

methods that can initiate the teacher-student interactions based on the different socioeconomic status (SES). By looking at the trends from the teachers' statements, it would be easy to comprehend what happens regarding the socioeconomic status in the classroom.

1.9 Limitations of the Research

The main shortcomings of this study are the difficulty in ensuring an accurate interpretation of data. Underlying cultural and contextual factors can impact data reliability.

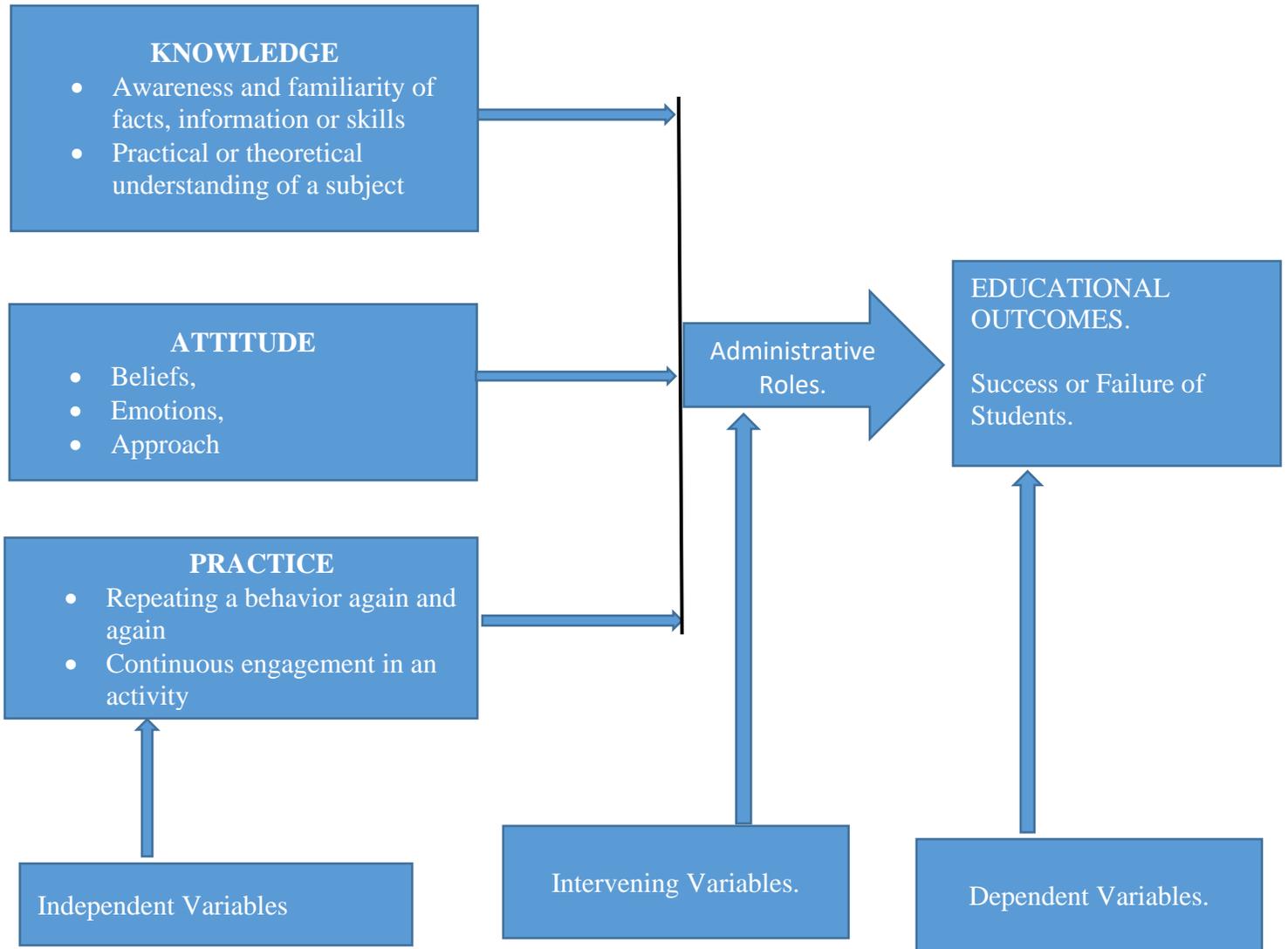
1.10 Theoretical framework

The theoretical framework is the structure underlying a scientific hypothesis that outlines and explains the theory describing why the research problem under review occurs. Two theories guided the different aspects of this study. These theories are the Marxist perspective on education and the personal construct theory. Marxist perspective on education is a concept adopted by the followers of Marxism. According to this concept, education in the capitalist society is designed to serve those in the high socioeconomic classes. The purpose of education is to keep society in the constant hierarchical state of social classes. This concept was valuable in analyzing the aspect of the socioeconomic status of students in this study.

The personal construct theory suggests that human beings view the universe through the eyes of their constructs, which are used to forecast and interpret things that, in effect, decide our attitudes, emotions, and thoughts. For this study, this theory formed the basis of analyzing how the teachers' life experiences contributed to shaping their opinions of students from different socioeconomic backgrounds.

1.11 Conceptual framework

The study is guided by a conceptual framework in a diagrammatic representation containing all variables.



2.0. LITERATURE REVIEW

2.1 Introduction

The literature assessments of former scholarly work related to this study are founded on the itemized sub-themes:

1. Theoretical review.

- a) Marxist Perspective on education.
- b) Personal construct theory

2. Empirical literature review.

- a) Definition of Knowledge, Attitude, Practice, and Socioeconomic Status.
- b) Education and Socioeconomic Status.
- c) Relationship Between Academic Achievement and Socioeconomic Status.
- d) Relationship Between Career Aspirations and Socioeconomic Status.
- e) Teachers' knowledge and Students' Academic Performance
- f) Teachers' Perception and Students' Academic Performance
- g) Teachers' Practices and Student Academic Performance
- h) Role of Administrators in Embracing and Integrating Student Diversity
- i) Teachers' motivation and Interest on Students' Academic Performance
- j) Teachers' Socioeconomic Status and Academic Performance of Students.

3. Gaps in The Literature

4. Summary of Literature Reviewed

2.2 Theoretical review.

a) Marxist Perspective on education.

A lot of people believe that education is meant to facilitate the wholesome advancement of society. They hold it true that education should level the inequalities within the society, with everyone getting the opportunity to improve their social standings (Sensoy & DiAngelo, 2017). Teachers are, therefore, seen as the bearers of the right set of tools, skills, knowledge for material progress, and social betterment (Lai & Cheung, 2015). Society views education as the right tool to break the ever-glaring class differences within it.

Marxists, however, stray from this general societal belief. They have a different account of how they perceive education in the predominantly capitalist society. For them, the education system is designed to cater to the needs of those in high socioeconomic classes (Hill, 2017). Not only does education integrate incoming generations into the existent culture, but it also provides knowledge and skills which ensure social stability and maintenance of the status quo (Rikowski, 2019). This, essentially, is the reproduction of class inequality in society. Those in the middle and upper classes within the society have the means and resources to ensure that their children get the best education (Rikowski, 2019; Sarup, 2017). Those in the lower socioeconomic status who have meagre resources at their disposal have to settle for more inferior standards of education. To Marxists, the quality of education one gets is mostly dependent on the amount of money they have (Sarup, 2017). This does not come out as evident to many since schools spread the myth of meritocracy. Teachers spread the idea that all students have an equal opportunity of succeeding, and they only need to put enough effort to get the required grades. Students, therefore, have no one to blame but themselves in instances of failure.

The current system of education portrays the teacher as knowing everything while the student knows nothing. The teacher should talk while the student listens. The government comes up with the curriculum and is also in charge of training the teachers on how to pass it on to the

students. Students, therefore, become empty coffers whose role is to store the knowledge given to them by their teachers. These students are also not required to use the knowledge they have acquired to reflect on and actively change the world. Marxist, however, views an ideal system of education as that which educators and students become collaborators in problem posing and solving. This system encourages the growth of both the teachers and students, who aim at being critical thinkers. This teaching approach should encourage questioning and challenging whatever is encountered in the course of learning.

Bowles and Gintis specifically argue that one's intelligence quotient is of very little significance to educational achievement (Strenze, 2015). They are of the opinion that the higher a person's socioeconomic status, the higher their level of educational attainment. They go on to say that their length of stay in school determines one's intelligence quotient. They maintain the opinion that schooling is reproducing injustice by defending wealth and attributing suffering to human weakness. The two theorists claim that how well one does in school is not determined by their ability and effort put in it but rather one's socioeconomic status. This means that being born in the middle or upper classes gives one the benefit of material and cultural capital. This gives one an advantage throughout most of their life, including in school and even in the process of applying for a job.

Bowles and Gintis, in their correspondence principle, mention the existence of a hidden curriculum that operates in the shadows of the formal curriculum (Hill, 2017). This, they say, is what students learn through the experience of their continuous stay in school. It does not entail things taught in class as part of the formal curriculum. Basically, the hidden curriculum instills into the students the beliefs, values, and norms that will be used by capitalists to exploit them as employees in the future (Hill, 2017). According to the correspondence principle, work in the

current society is an emulation of school. This emulation can significantly be observed in four ways.

First, school breeds students who are passive, docile, and uncritical in most situations. Schools have a tendency of rewarding students who persevere, are consistent and punctual with high grades. The ones who are creative, aggressive, and independent end up getting lower grades. This is also seen in the workplace where most employees are not required to be critical thinkers and are often passive and docile participants at work. Second, both the school and the workplace are hierarchical systems where the participants have to abide by the set rules to the latter. In the school, students have to obey those in authority without question, their teachers, and administrators.

On the other hand, managers have full control over all their subordinates. These employees are expected to obey the authority of the manager without question. Going against set authorities by either the students or the employees is usually met with a reprimand.

Third, students are encouraged to be inspired by the credentials they would obtain at the completion of the schooling rather than by the 'joy of studying' itself. In contrast, at work, they are driven by the paycheck at the end of the month rather than by the 'joy of working' itself. As this is such an unusual and unpleasant scenario, there has to be a lengthy period of persuading people that it is perfectly normal. This is where education is brought into the picture. Students are trained on how to put up with dull classes so that they may be incentivized with qualifications at the end of it all. The capitalistic society thus requires that schools muffle the inquisitive trait in their students and train them to persevere the long periods of boredom. Schools teach students to work hard for them to get good grades at the end of the year. Those

who decide to take a different route from the set curriculum are not recognized since this goes against what future employers demand.

Finally, at school, learning is divided into various subjects, which take up between 45 minutes to an hour each. Therefore, knowledge is divided into multiple academic areas instead of being comprehensive. This corresponds to the fragmentation of the workforce where workers handle specific tasks in the workplace, without having an appreciation of the workplace in its entirety. This fragmentation makes it easier for the workers to be controlled since they are divided, making it harder for them to unite and challenge their exploitative circumstances.

b) Personal construct theory

The personal construct theory, fronted by George Kelly, suggests that the variations between people are the product of the various ways people foresee and view things in their surroundings (Winter & Reed, 2016). The theory indicates that personal constructs are the ways in which each individual collects knowledge, analyses it, and creates perceptions (Fransella, 2015). Personal constructs enable individuals to follow a variety of philosophies from which they can embrace or reject the identities that the societies give and allocate to them. According to Kelly, a person looks at his environment as transparent patterns or models that he constructs and then attempts to blend around the conditions that make up the universe (Winter & Reed, 2016). The combination is not always perfect, and the world appears to be such an amorphous uniformity without these trends that man cannot make much meaning out of it. Sometimes, individuals have to make use of the constructs they deem fit at the time, even if they are a terrible fit for the situation.

Construct systems may evolve and change. In other words, they are not stagnant but are continually being validated or tested with any situation that an individual is exposed to (Taber,

2016). Basically, an individual may find himself in a position whereby he has to question how he has always interpreted it in the past and decide whether to change his interpretation or to stand by it. The theory refers to this as *Constructive Alternativism* (Taber, 2016). Belief systems thus impact our beliefs and experiences. Kelly also clarified that certain constructs, or other facets of our belief structure, are more significant than others. This means that certain constructs can be modified quickly, and some become more immune to alteration. The construct system of an individual reflects the reality as they perceive it and feel it, so construct structures are individualistic.

The theory does not dispute the significance of early influences or current environmental conditions. Still, it implies that understanding what and how an individual feels about his present state is more important than realizing what his early childhood encounters were or what environmental conditions he now finds himself in (Taber, 2016). It is important to know how an individual construes his particular position in order to recognize the actions of an individual. The theorist is also of the idea that people are different from each other in the way they construct situations (Butt, T., & Warren, 2015). For instance, teachers and students who go through the same education system might not necessarily share the same constructs.

Teachers, just like any other human being, have their constructs on a variety of issues within and out of their working environments. All teachers have beliefs regarding their job, pupils, area of specialization and roles, and obligations, which are defined (Buehl, & Beck, 2015). Such predispositions and attitudes may contain concerns regarding the intent of education, the responsibility of teachers to accomplish their objectives, and the assumption that students will achieve these goals. In school, change is often gauged based on the performance of students, and not by the alterations in their thoughts and feelings. The education system currently

emphasizes receptive learning models whereby the students take up the role of the perceived receiver of education instead of an active contributor (Dole, Bloom & Kowalske, 2016). Policymakers and curriculum developers often have the idea that students cannot adequately direct themselves to go through educational programs in conjunction with their teachers. This makes the students have very little input on the content of the curriculum and how teaching is carried out.

2.3 Empirical Literature Review

a) Definition of Knowledge, Attitude, Practice, and Socioeconomic Status.

There is so far no universal consensus among specialists about the concept of socioeconomic status (SES). SES is a sociological and economic collective measure of an individual's work experience and household's economic and social position as compared to others based on education, income, and profession (Merritt & Buboltz, 2015). Similarly, SES can be defined as a degree of a household's relative position in a given community, measured by a combination of education level, occupation, and income (Chmielewski, 2017). Meanwhile, in another view, SES is a broad construct that represents a family's access to economic and social resources, which is most frequently assessed using measures of parents' educational level, occupation, and family income (Xiao & Liu, 2017).

The socioeconomic status is undoubtedly associated with educational achievement. It can, therefore, be hypothetically stated that the higher a student's family socioeconomic status, the greater the likelihood of academic success in secondary school. In this hypothetical phrase, it can be observed that the socioeconomic state is a reason, which relates to academic achievement.

Knowledge is awareness, familiarity, or comprehension of something or someone, such as information, facts, explanations, or skills, acquired through practice or education by observing, discerning, or learning (Broudy, 2017). *Knowledge*, therefore, can refer to a practical or

theoretical understanding of some subject. An *attitude* denotes a set of beliefs, emotions, and behaviours toward a specific object, person, event, or thing (Eiser & van der Pligt, 2015). *Attitudes* are usually the consequence of upbringing or experience than can have a significant impact on behaviour. Though *attitudes* are persistent, they may also change. *Practice* is the act of repeating a behaviour again and again, or continuous engagement in an activity, in order to improve or master it. It is a technique of learning and gaining experience (Muijs & Reynolds, 2017). Knowledge, attitude, and practice interrelate in the sense that adequate knowledge can lead to a constructive attitude, which results in decent practices.

b) Education and Socioeconomic Status

Socioeconomic status (SES) includes not only employment but also financial stability, educational success, and personal views of social background and social status. SES covers facets of quality of living, as well as rights and resources open to people within a specific community. In fact, SES is a consistent and accurate indicator of a large set of results during one's lifespan, including psychological and physical wellbeing.

Poverty is not only a singular cause. Multiple psychosocial and physical stress factors characterize it. SES is also relevant to all social and behavioural science areas, including schooling, practice, study, and advocacy. Socioeconomic status influences general human development, including our emotional and physical wellbeing (Callan, Kim & Matthews, 2015). Low socioeconomic status and its associations, such as deprivation, reduced educational success, and lousy wellbeing, inevitably influence our community. Biases in the distribution of resources, health distribution, and quality of life continue to grow globally (Starmans, Sheskin & Bloom, 2017). Society gains from an increased emphasis on social imbalances. Efforts to raising the wide disparities in SES in the US and the Western world are deserving of mention (Shaefer et al., 2015). Studies suggest that learners from low-SES families and societies develop comparatively

weaker academic abilities than students from higher SES households (Wiederkehr et al., 2015). In early childhood, low SES is correlated with impaired vocabulary, cognitive performance, memory, socio-emotional functioning, and as a result, reduced adult income and general wellbeing. The school systems in low-SES populations are typically resourced and thus undesirably impact the academic performance and outcomes of the students (Wiederkehr et al., 2015). Insufficient schooling and elevated dropout levels affecting the academic success of graduates, and prolonging a specific community's low-SES ranking. The refinement of school systems and timely intervention initiatives will help to reduce some of the risk factors; thus, increased work on the connection between SES and education is crucial.

c) Relationship Between Academic Achievement and Socioeconomic Status

There has been remarkable global attention received by educators, policymakers, and researchers concerning the differences in academic achievements among students from diverse social groups (Mitchell & Sutherland, 2020). Examination of students' characteristics and that of their school environments have been some of the efforts to try and comprehend these differences. Among the most commonly utilized contextual variables in research is socioeconomic status (SES). Research on academic achievement and SES has shown a consistent direct relationship between better academic performance and high socioeconomic status (Xiao and Liu, 2017). Furthermore, it has been revealed and provided in education literature that socioeconomic status is one of the predictors of educational attainment and academic performance (Merritt & Buboltz, 2015). The effectiveness and quality of teachers can be very significant in the performance of students. The significance of instructors should not be disregarded because it directly influences the students' academic achievement.

Students from low socioeconomic status, with small academic accomplishments, have little likelihood of being exposed to competent and highly skilled teachers. This is, partially, due

to the propensity of highly qualified teachers to seek employment from high-cost schools with excellent administrative support and more considerable resources (Grissom, Viano & Selin, 2016). In such schools is where students from high socioeconomic status learn. Children who come from low socioeconomic status have their regular literacy skills five years behind those from high socioeconomic backgrounds when they enrol in high school (Hemmerechts, Agirdag & Kavadias, 2017). National Centre for Education Statistics of the United States recorded that in 2014, Students aged 16-24 years dropped out of high school at nearly 12 per cent in low-income families compared to high-income families at just 2.8 per cent (McFarland, Cui & Stark, 2018). In science, technology, engineering, and mathematics fields, the achievement rate of students from high-income communities is far higher than those who come from marginalized upbringings. (Doerschuk et al., 2016). The association between socioeconomic status and academic performance has been considered at a cross-national perspective and as an international issue. Increasingly, researchers have revealed robust attention and interest, especially in comparative foreign study. To further explore the essence of the relationship between SES and academic achievement, a research analysis was performed on a comparative sample of low- and high-income countries (Chmielewski, 2017). The results revealed a more reliable connection between the social status of individual students and academic achievement, and a comparatively weaker relationship between variables at the school level, quality of education and teacher, and academic achievement. However, the investigations also stated that school-level variables had a comparatively stronger association with academic achievement within low-income countries than the socioeconomic status of individual students (Chmielewski, 2017). Such opposing effects are alluded to in the literature as the Heyneman – Loxley effect (HLE) (Heyneman, 2017).

The essence of the HL impact defied the assumption that weaker associations occur between variables at the school level and achievement and stronger associations between individual student socioeconomic status and achievement (Heyneman, 2017). Essentially, the HL effect connotes that the standard of the school and that of its instructors has a substantial influence on the students' academic results, and this effect tends to be more prominent within developing countries. Numerous experiments were dedicated to replicate the HL effect, but the findings were not clear. The U.S. Census Bureau reports that, relative to students from the highest family income quartile, students in the low family income quartile are eight times less likely to earn a bachelor's degree by age 24 (Cahalan & Perna, 2015).

Growing research confirms the association between lower socioeconomic status and intellectual disorders or other adverse psychological effects that may impact academic achievement. Vulnerability to adverse environments is linked to declining educational performance (McLaughlin & Sheridan, 2016). Such noxious stress may contribute to long-term impacts on learning, safety, and actions in early childhood. Students from lower SES families are about twice as likely to experience learning-related success and behavioural difficulties than students from high-SES families (McLaughlin & Sheridan, 2016). Perception of the economic burden of a family and adult financial pressures influence both mental distress in students and their academic outcomes. In school, a mother's SES is often associated with the inattention, lack of participation, and indifference of her infant (McLaughlin & Sheridan, 2016). Under the influence of the Chinese Confucian community, parents continue to devote more importance to the schooling and learning practices and academic success of their babies. Most families make every attempt to have excellent learning opportunities, independent of SES (Wiederkehr et al. 2015).

Literacy disparities exist before formal education starts among children from varied social backgrounds. Children from low-SES households are less likely to have activities and interactions that encourage the production of critical literacy skills such as phonology, oral expression, and vocabulary (Bergen, Zuijen, Bishop & Jong, 2016). Children's early reading abilities are related to home learning, parental anxiety, and books possessed (Bergen et al., 2016). Conversely, underprivileged families have limited exposure to learning resources and experiences. Related work has shown that this kind of parental encouragement will improve children's self-conception, which is subsequently expressed in their school achievement (Xiao and Liu, 2017).

It is uncertain if this difference in cultural significance has an impact on the relationship between school success, SES, and self-concept. A research carried out in South Africa on the effects of SES and standard of education on the success of students showed that there is a substantial gap in general intelligence tests and academic achievement between high SES students and low SES students (Goyer et al., 2017).

d) Relationship Between Career Aspirations and Socioeconomic Status

Numerous factors influence career choice and decision-making among the youth in different contexts. However, one of the significant factors influencing the path to career aspirations and achievement has been shown to be the social class. Research reveals that ethnic, racial, and socioeconomic barriers largely hamper the students' vocational development.

Hindrances to careers are considerably higher to students from humble socioeconomic upbringings, women and the physically challenged (Duffy, Douglass & Autin, 2015)

It has been found that students from lower social class tend to have fewer career-related self-efficacy concerning vocational aspirations (Duffy et al., 2015). Those students from a higher social level have a tendency to be more efficacious in developing career aspirations. They are

usually better equipped for the world of work due to their access to resources like guidance counsellors, career offices, high level "social actors," better schools, and household experience and knowledge with higher education (Duffy et al., 2015). Some research done in Australia showed a flurry of activities in secondary schools and higher institutions of learning as far as students' aspirations are concerned, in particular, of students from low socioeconomic status upbringings.

The commonwealth of Australia has, however, set targets for 40% of all students between 25 to 34 years in Australia to have a bachelor's degree by the year 2020 (Brown, Wohn & Ellison, 2016). They have also extended financial rewards for students in the university to meet their targets, focused on high career aspirations. In South Africa, an SES based study established that the family, the capability of the learner, self to identify his/her desired career, and the teachers were essential factors that influence the career aspirations and choice for students (Shumba & Naong, 2012). A related study in Kenya indicated that mothers in the middle SES appeared to influence their children's educational and career aspirations more strongly compared to fathers from middle and high SES (Livumbaze & Achoka, 2016). This was different in the situation of students with mothers in low socioeconomic households (SES). The researchers found this to be an unanticipated finding. Some earlier studies on the influence of the mother and the father on their children's career aspirations and expectations indicated the more significant authority of fathers than mothers on their children's educational and career goals.

As anticipated, though, students from secondary schools with parents from middle and high SES had more exceptional educational and occupational expectations than those students with parents from low SES (Shumba & Naong, 2012). Additionally, the students from high SES backgrounds preferred to get professional jobs, while those from low SES preferred to enter

clerical duties (Shumba & Naong, 2012). A similar study in Tanzania used a cross-sectional survey design to investigate a perceived self-efficacy in decision-making for the career choice of undergraduate students. Precisely, the study examined the degree at which year of study, gender and age, influence self-efficacy in decision making for career choice among students in higher institutions of learning in Tanzania (Amani, 2016).

The results revealed that most of the respondents had excellent career decision-making self-efficacy in relation to occupational information, self-appraisal, problem-solving, planning, and goal selection. Furthermore, apart from age, the t-test results showed significant variances in career self-efficacy between the first year and final year students and also between female and male students (Amani, 2016). More results revealed that the family had an essential role in the career choice for undergraduate students (Amani, 2016). This influence was most significant in families with high socioeconomic status and a higher education level from secondary school. Generally, students have a tendency to choose occupations or professions related to those of their parents. The results also revealed that there was more influence on biological parents on career decision-making compared to that of students' relatives (Amani, 2016). Consistent with the outcomes of earlier studies in diverse contexts, the study concluded that family experience and background play a key role in influencing the youth to decision making on career choices.

e) Teachers' knowledge and Students' Academic Performance

Teachers may develop stereotypical prospects about students, and this definite knowledge influences their judgements about their students. The decision, however, is the outcome of prior information dispensation, which entails diverse phases that may be affected by the social groups or categories. The teachers' information processing can be explored from double process models of impression and judgment creation. The processing of unbiased information and information

about ethnic minority students can be compared and then explore how teachers develop judgments of students from households with low against high socioeconomic status.

Research studies reveal that social categories influence perception and memory, but there is no impact on precise information on teachers' judgments. Therefore, the outcomes indicated stereotype stimulation but not the application, as teachers tend to suppress their stereotypical anticipations when it concerns assessment (Volpato, Andrighetto, & Baldissarri, 2017). Social categorization takes place instinctively, without much thought on one's part, and interestingly, it occurs all the time. The propensity to categorize others is usually somewhat useful. In some cases, people are classified so as to provide information about the characteristics of people who belong to particular social groups.

The depiction of social categorization as an experiential is also factual in an alternative sense: people are sometimes categorized not because it appears to give more information concerning them but because we may lack the time or the motivation to do anything more exhaustive. The use of our stereotypes to size up other people may simply make our life tranquil. While thinking about other people in relation to their social category affiliations has some impending benefits for the person who does the classification, categorizing others, instead of treating them as exceptional individuals with their unique features, has a wide variety of negative, and often very prejudicial and unfair, consequences for those who are branded or categorized (Moya & Fiske 2017). One major problem is that social classification falsifies one's perceptions so that he or she tends to amplify the differences between people from different social clusters. At the same time, they view members of groups, especially outgroups as more equal to each other than they truly are. When there is an overgeneralization, there is a likelihood that people think about and treat all members of a group in a similar way. Once they are

established, a stereotype, just like any other rational representation, has the tendency to endure. Teachers may then begin to react to members (students) of stereotyped groups as if they already have knowledge of what they are. Stereotypes become problematic to change since they are so significant to us—they become a fundamental and vital part of our daily lives in our values. For the reason that they are so substantially cognitively manageable, and since they seem so "right," teachers' stereotypes effortlessly influence their judgments of and reactions to the students they have categorized (Heberle & Carter 2015).

f) Teachers' Perception and Students' Academic Performance

Having adequate knowledge of one's students, possibly including their names, needs, backgrounds, learning styles, prior experience or knowledge, as well as their circumstances by teachers has been documented as among the most significant factors in the success of low socioeconomic status (LSES) students in secondary schools (Bellibas, 2016). In some study, the teachers interviewed reported that getting to know one's students can actually be a challenge and particularly across numerous smaller classes, large classes, and online classes with no face-to-face interaction (Darling-Hammond, 2015). Furthermore, they shared some of the successful practices they use, notwithstanding these challenges. Effective communication with students, acceptance of diversity and permitting contributions from LSES and other students were among the important strategies suggested by experienced and effective staff to help in the development of some knowledge, understanding of and esteem for students. The success of teaching of any cohort students is rooted in the importance of identifying the unique contributions and value that students from LSES families bring to higher education.

Creation of space and time for students' contribution in class is as well one time-efficient strategy for teachers to have knowledge of their students and for students to have the same

experience of getting to know each other (Quaye, Harper & Pendakur, 2019). In order to enable teachers to facilitate contributions from LSES students, it is essential to integrate the students' knowledge and experience that they bring with them into face-to-face or online classes. This will consequently give quite a diverse approach and attitude to anyone who assumes there is a deficit in LSES students. In particular, collaborative teaching and learning have been seen by both teachers and students as a vital strategy for the facilitation of LSES student academic success. It is also significant to come up with an interactive approach since it helps to determine the students' current level of comprehension and act as a guide to their interaction.

In order to be relevant to a KAP study, it is important to rely on teachers' words, thoughts and feelings as they have direct interaction with their students and are heavily responsible for the teaching and other practices in and out of the classroom environment. Reports of student-instructor experiences have shown that the actions and activities of teachers have an effect on student performance (Akiba & Liang, 2016). Teachers are the intermediaries who deliver or fail to provide the essential experiences that allow the students to realize their tremendous potential. Any of the more simplistic aspects in which teachers' expectations affect students' learning involve what they consider and award, resource distribution process, role modelling, and methods of coping with sensitive issues and events.

Knowledge and perceptions of teachers are so intertwined with their practice that the structure of their emotions, thoughts, and behaviour is sometimes undetectable from the intricate strands creating their very self. Scholars have consistently forgotten how to remove the threads of this tightly woven, elaborate cloth so that they can interpret the effect of growing thread on the whole pattern. The weaving needs to be broken, and the materials for the design need to be scrutinized. The beliefs and perceptions of teachers regarding their students may generate

complications in learning, mainly when educators are ignorant of their crippling thoughts and actions. Among the obstacles to be overcome by the social change are those exacerbated by illness, ignorance and economic hardship. Undesirable teacher perceptions about the students' academic capabilities generally occur even before their interaction with the students (Urhahne, 2015). This is usually the result of, in some instances, the prior knowledge the teacher may have concerning the students' socioeconomic status. This disseminates the values of classist thought, such as the size and state of a given room, that influence a teacher's understanding of how sound the kids are being cared for in that household, and the encouragement that their parents should have for them. It is worth remembering that these views of teachers may have an adverse effect on student academic performance by raising aspirations, pigeonholing and utilizing unequal selection and monitoring interventions that can affect student educational opportunities.

Inadvertently, teachers' thoughts, feelings and behaviour towards students may have a corresponding impact on the students' attitudes. Though one can quickly notice the behaviour and attitudes of both students and teachers, they only represent a tip of the iceberg. If teachers fail to recognize their inclined thoughts, feelings and behaviour towards students, the probability of recurrently engaging in them are high. Much focus has been put on the disparities in academic achievement between low socioeconomic status and high socioeconomic status students. This gap must be handled and treated like one to be filled with appropriate and adequate teaching tools, right methodology, proper classroom sizes and adequate funding (Gorski, 2017). A focused initiative to investigate beyond the seemingly obvious might discover that irrespective of the extent of financing given on training and upgrading instructors, the gap may be persistent if they fail to spend time to investigate themselves. It is important to note that teachers' identity and their knowledge, attitude and practice towards the educational process are interconnected. Their

belief systems are usually grounded on gender, class and ethnicity or race, and their resultant actions may be what propagate disparities in the teaching and learning process. Overall, the most critical advice here should point to the underpinning qualities of understanding and empathy towards respect for the LSES and all students.

g) Teacher Practices and Student Academic Performance

Considerable quantifiable literature that links the school characteristics to student results concentrates on the influence of economic traits and school resources. These researches are branded as production functions (Hanushek, 2020). One such study found out that, on average, when a student's background was considered, school resources were not significantly related to student results (Castro et al., 2015). Much of the quantifiable studies which focused explicitly on teaching adapted to a similar pattern, finding a slight association between teacher inputs and students' achievement (Hanushek, 2016). Seven teacher characteristics are often highly regarded. They include educational attainment, ethnicity, parents' educational attainment, scores on a vocabulary test, years of experience, whether the teacher was brought up in the area in where he or she started teaching, and the teacher's attitude toward teaching high and low-class students (Stronge, 2018). Teacher quality has three facets: the teacher's classroom practices, the proficient or professional development that the teacher obtains to back up these practices, and characteristics of the teacher outside the classroom, like educational attainment (Darling-Hammond, 2015; Stronge, 2018). Out of these facets of teacher quality, classroom practices have the most significant impact on the students' academic performance. Professional development of the teacher next and teacher inputs comes last. The logic behind this anticipation is that the classroom is the main venue where students and teachers interrelate and interact; hence, the teachers' decisions concerning what to do in this venue considerably impact on the student outcomes.

The teachers' inputs are least likely to impact on students' academic performance since they do so less directly, through supporting classroom practices favourable to high student performance. Professional development comes somewhere between teacher inputs and classroom practices. It does happen outside the classroom but is more meticulously tied to specific classroom practices than the teacher inputs. This explanation of professional development, classroom practices, and teacher inputs say little about the teachers' effectiveness. The fact that some specific methods are unusual may be harmful or useful, contingent on their impact on students' academic outcomes.

h) Role of Administrators in Embracing and Integrating Student Diversity

Secondary schools in Tanzania have a varied student population with different socioeconomic status. There is a critical need to explore the role of school administrators and how they respond to diverse students' needs. The three significant administrative responsibilities that are worth highlighting include encouraging an inclusive school culture and instructional programs, building lasting and constructive relationships between the communities and schools, and fostering new meanings about equity and diversity (Gross, 2015). An integrated management procedure is focused on social justice and equity principles. To tolerate their practice, it requires administrators who can put aside their full prejudices. This will involve effective communication as a critical mechanism against oppression and revolution.

In administrative work, performing these tasks can be seen as a form of practice which embraces a moral, constructive, epistemological and expansive dimension. A brief and unanticipated perusal of the history of education in Mwanza Tanzania is adequate to suggest that diversity has been a recurrent challenge for school leaders in the country.

i) Teachers' motivation and Interest on Students' Academic Performance

The interest of teachers is one of the significant environmental variables that contribute positively to the academic performance of students in secondary schools. Some earlier study in this field has revealed that teachers can transfer to their students' specific characteristics such as the drive for independence, self-reliance, self-confidence and capability that are essential great academic achievement (Hagger & McIntyre, 2018). Teachers can intentionally and unintentionally play a supervisory role in their students' success in school. The teaching process, therefore, comprises communicating meaningful ideas to students as well as encouraging them. Teachers are indebted to their students the duty of clarifying out certain things and natural occurrences as well as other matters as they come up during their growth and developmental stages. Teachers also have the responsibility to set principles and values for their students and work earnestly towards their realization.

Another study stated that teachers' educational achievement was positively correlated to aptitude test scores of both girls and boys (Naz, 2018). This means that when teachers have a concern and are involved, students are more likely to be education conscious and hence put more effort for academic achievement. The consequence of all the above implies that the quality of a students' mind is fundamentally nurtured at school by their teachers no matter what the type of the school.

A related series of longitudinal research stated that 50 per cent of the students' general intellect is developed by the age of four years, 30 per cent by the age of eight years and 20 per cent by the age of seventeen years (Hollingworth, 2019). It also stated that nearly one-third of overall learning development based on achievement indices occur between birth and the age of six years. Seventeen per cent of this development takes place between the ages of four and six

years, while the outstanding seventeen per cent of growth takes the teachers' level of education and students' academic performance (Hollingworth, 2019).

j) Teachers' Socioeconomic Status and Academic Performance of Students

Socioeconomic status or background denotes to an individuals' position in a given group, culture or society as determined by occupation, wealth, education level and social class. From a review of some research done by the international association for the evaluation of academic achievement, it was found out that the relationship that occurred between the students' academic performance and their teachers' socioeconomic status was relatively lower than that between the students' academic achievement and their families' SES. It is, therefore, worthy to note that the higher a student's socioeconomic status, the higher his educational aspiration and success. Children taught by teachers from high socioeconomic status achieved better grades in school than those taught by teachers from low socioeconomic status because they act as their role models (Thomson, 2018). Financially stable teachers tend to have enough time allocated to guide their students since they don't have to look for other jobs elsewhere to cater for their increased needs. This, therefore, contributes positively to the academic achievement of the students. A student with adequate attention from teachers can perform well in school, and the vice versa is true. This puts the student at the risk of poor performance in school. Many children grow up in large households hence very low attendance by parents, so the best is the get more attention from the teachers in order to shun interrelated and interacting shortcomings which have a harmful effect on the level of the students' academic attainment. A study carried out in the U.S.A to determine whether the variances in scholastic success were significant among children of different social status who had similar academic abilities (Berkowitz, Moore, Astor & Benbenishty, 2017). The study revealed that when a student has above average academic ability, he or she will overcome the influence of a disadvantaged school environment. Furthermore, if

the academic ability declines the impact of the disadvantaged socioeconomic effect on scholastic achievement, students from higher socioeconomic status achieve greater in academics than those from the lower socioeconomic status group (Berkowitz et al., 2017). Students whose academic growth are handicapped by poor socioeconomic status or cultural environment, by imperfect education and family unsteadiness, show this to a more considerable extent in some intangible non-verbal aptitudes than they do in real educational achievement.

2.4 Gaps in The Literature

Most research has been carried out in areas relating to the association between SES and educational attainment. The social sciences, therefore, need to continue working on some intricate research demands concerning school and student-level factors and the type of association based on socioeconomic status. The above literature review reveals that the views of the teachers about students from different SES relate in both positive and negative ways to the overall educational experiences of the students. Generally, unequal policies are enforced without teachers being informed of their attitudes and behaviours, or the implications of the outcome.

The interconnecting webs of SES, teacher knowledge and attitudes, and deficit thinking that allows one to have a better understanding of how teachers work with and make sense of students of varied SES is lacking. Student's learning experiences usually contradict with the school's mission statement, an aspect that needs to be considered for further research. An increased emphasis on the views and attitudes of teachers who are of diverse socioeconomic background, class and ethnicity is required to reduce educational inequalities and maintain social justice.

2.5 Summary of Literature Reviewed

In this chapter, the researcher reviewed theoretical and empirical literature from studies by

scholars that are correlated to this current study. The research reviewed expedited this study and also facilitated the researcher to understand and appreciate what other scholars have done so that the methods used before can similarly be embraced or/ and perhaps upgraded.

Numerous studies done on the teachers' attitude towards students' socio-economic status and the influence on academic performance in secondary schools reveals that the aspects expressively have an impact on the student's academic achievement. There is a necessity therefore that all hands be on deck, particularly teachers, secondary school heads, policymakers and education developers in the construction of the academic lifecycle of secondary school students.

3.0 METHODOLOGY

3.1 Research Design

For this thesis, the analysis style adopted is a descriptive survey design. The primary purpose of this design is to find, describe and interpret "what is?". The researcher opted for the descriptive design because it presented objectivity and neutrality. This approach enabled the study to obtain a broader perspective of the phenomenon under investigation (Nardi, 2015). The design is not directed at finding new anomalies but at conditions or connections existing, prevailing patterns, beliefs, opinions or attitudes that are held, ongoing processes, effects that are felt, or trends in the making.

The design was deemed fit for the analysis since the writer has no intention of modifying the variables of research. The current study had both independent and dependent variables. The independent variables included knowledge, attitude and practice of the teachers while the dependent variable was the academic performance of the students. The role of the administration was the intervening variable for the study. The researcher purposed to investigate the variables as they usually occur. The flexibility of this design allowed the examination of not only the qualitative but also the quantitative aspects of the study.

3.2 Study Area

Mwanza is located in the northern part of Tanzania and along the southern shore of Lake Victoria. It is the second-largest urban settlement in Tanzania, after Dar es Salaam. With a population of close to three million people, Mwanza is considered a metropolitan area. This population contains people of different socioeconomic status. There are more than 70 secondary schools within Mwanza city, with each school having an average of 500 students. The researcher found Mwanza city to be the most ideal for the study due to its diverse demographic factors. The

metropolitan state of this area enables it to have even distribution of students and teachers across different ethnicities, socioeconomic classes, and other factors that were relevant to the current study.

3.3 Population of the Study

Participants of the study consisted of teachers picked from select secondary schools within Mwanza city. The teachers had to have taught in the same school for at least one year for them to be included in the study. This because the researcher considered the one year to be adequate for a teacher to be acquainted with most of the students they teach. The teachers also need not be those undergoing teaching practice at the time of the research.

3.4 Sample and Sampling Technique

The study settled on a sample of sixty teachers selected randomly from the population. Of the secondary schools within the Mwanza urban area, five were randomly picked for the research. Twelve teachers were chosen from each school, making a total of 60 teachers. The researcher settled on the random sampling technique due to its ease of application (Alvi, 2016). It is often referred to as the easiest method of collecting samples for a study. The sampling technique offers an equal opportunity for selection for everyone within the study population. The minimal chances of error this technique provided also encouraged the researcher to settle on it (Alvi, 2016). The researcher also being a novice in research found it quite manageable for him to apply it, also owing to the limited time that he was allowed to carry the research within the schools.

3.5 Research Instruments

A self-structured questionnaire was used as the data collection tool for this study. The questionnaire was titled Knowledge, Attitude and Practice of Teachers Towards Students of

Different Socioeconomic Status. The researcher divided the questionnaire into two parts. The first part of the questionnaire sought to find out the demographic aspects of the participants. In contrast, the second part had questions pertaining to the education, culture and teaching experience of the respondents. The questionnaire was the best instrument that befitted this study due to several reasons. First, the questionnaire is an inexpensive tool for conducting both qualitative and quantitative research (Patten, 2016). In this case, the self-administered questionnaire proved quite useful and cheap for the researcher since they only had to give them out to the respondents then collect them after they were dully filled, without the need of hiring surveyors to conduct face to face interviews. Also, the responses to the questionnaires were filled quite fast, and the researcher was able to move to the next stage of his research after just three days of collecting the data (Patten, 2016). This is considering that he had to get to sixty respondents within the five schools to collect the data. It would have been a hectic three-day process if a different tool had been employed. The collected data from the questionnaires was also very easy to compile and analyze.

3.5.1 Validity of the Research Instrument

The questionnaire was scrutinized for its validity by the research supervisor. The supervisor went through the questionnaire and made the necessary corrections and also gave the appropriate comments concerning it. This made sure that the content in the final version of the instrument had both face and validity.

3.5.2 Reliability of the research instrument.

The nature of the research instrument necessitated the use of split-half reliability method to test for the reliability of the questionnaires. This method requires at least thirty participants for it to be deemed effective (Heale & Twycross, 2015). The sample size for the study was sixty participants. The split-half method was thus plausibly useful. A preliminary evaluation was

conducted using several samples of the questionnaire, and some respondents who did not take part in the main study. These respondents were thirty in number. The questions that were conducted were split into two classes of odd numbers and even numbers. Using Pearson 's Product Moment Correlation, the results of the two classes were compared (Heale & Twycross, 2015). The reliability coefficient that was obtained was used to determine whether the device was efficient or not.

3.6 Data Collection Procedure

After the successful selection and finalization of the data collection instruments, the researcher paid a visit to the schools that had been identified for the study. Permission to conduct the research was sought from the schools' administrators. Consequently, the researcher gave a detailed description of the study to these school heads. He then sought permission to speak to some of the teachers so as to explain the nature and purpose of the research.

The researcher had to create a good rapport with the potential respondents to his investigation. This was done by engaging the teachers in general conversation that was not necessarily related to the study. It was then followed by giving clear instructions of how the questionnaire was to be filled. The teachers were then given ample time to go through and respond to the questions in the questionnaire. The method effectively facilitated a high rate of response.

3.7 Data Analysis Procedure

Data collected on the demographic characteristics of the participants were presented in percentage tables for contingency and then interpreted respectively. Using the Chi-square statistical method, other data produced from the respondents ' answers to questionnaire items were used to evaluate both the research questions and the hypotheses posed in the sample. Chi-

square is sturdy with regard to data distribution. In specific, the parity of variances between the sample groups or homoscedasticity of the data is not necessary.

It enables assessment of both individual dichotomous factors and several community experiments. Like several other non-parametric and some parametric statistics, the equations needed to measure the Chi-square include a detailed description of how each of the groups behaved in the analysis. The wealth of data helps the analyst to grasp the findings and thus to extract more accurate knowledge from this report than from many others.

3.8 Logistical and Ethical Considerations

For the logistics of this study, the researcher sought a permit for authorization to collect data from schools from the District Education Office. School administrators were also contacted for permission to conduct the study within their schools. The researcher also made visits to the schools before the commencement of the study in order to familiarize with the study environment.

The study was also subject to several ethical issues. Written and verbal consent was sought from the potential respondents with regard to their involvement in the study. The members who participated in the sample study were also requested to sign a debriefing and withdrawal letter. The participants were also notified that their involvement was strictly voluntary and they could withdraw their consent at any time during the research without offering any explanation.

Additionally, the participants were made aware of the objectives of the research and assured that their responses would be treated with the utmost confidentiality. The answers they provide would only be used for an academic reason, and specifically for this present study. The participants were not subjected to any physical and psychological harm or abuse in the course of

conducting this study. On the contrary, the researcher strived to establish and maintain an atmosphere of comfort.

4.0 DISCUSSION OF FINDINGS

4.1 Presentation of Respondent's Demographic Data

Table 1. Gender Distribution of Respondents

Gender	Number (n)	Percentage
Male	35	58.3
Female	25	41.7
Total	60	100

The table above shows the distribution of the participants by gender. 58.3% of the subjects were males, while 41.7% were female. This is a clear depiction of the high number of male teachers in comparison to their female counterparts in secondary schools throughout Mwanza.

Table 2. Distribution of the years of experience of the Participants.

No. of Years	Frequency	Percentage
Less than 10 yrs.	18	30
10 to 20 yrs.	30	50
More than 20 yrs.	12	20
Total	60	100

This table is a representation of the years of experience of the teachers who took part in the study. The majority of the teachers, 30, had between 10 and 20 years of experience. Those with less than ten years of experience were 18, a representation of 30% of the total while the teachers who had the most experience were 12, being 20% of the total number who participated.

This trend is a clear indication of the teacher distribution of expertise by the teacher within the education sector in Mwanza. There is visibly a downtrend in the hiring of new teachers into secondary schools while the number of teachers with more than 20 years of experience also being very low.

4.2 Analysis of Hypotheses.

Table 3.

Chi-square value of participants on the academic performance of students and teachers' knowledge of students' socioeconomic status.					
Value		Df	X²Cal	X²Tab	Remarks
Observed	34.8	4	56.43	9.49	Reject H0
Expected	25.2				

First Hypothesis. Students' academic performance is not significantly influenced by the teachers' knowledge about the Students' socioeconomic status.

The table above shows the chi-square value for the distribution of responses to the academic performance of the students based on the knowledge of teachers about their socioeconomic status. The null hypothesis was as a result of this rejected. This is because the chi-square value at 56.43 was more than the table value at 9.49. The calculation was done at 0.05

level of significance and 4 degrees of freedom. It was deduced that the difference in response of the teachers on this specific matter was significant. Therefore, the knowledge of the teachers about the student's socioeconomic background has a significant effect on the students' performance.

Table 4

Chi-square value of participants on the academic performance of students and teachers' attitude towards students' socioeconomic status.					
Value		Df	X²Cal	X²Tab	Remarks
Observed	26.2	4	24.31	9.49	Reject H ₀
Expected	33.8				

Second Hypothesis. Student's academic performance is not significantly affected by the teachers' attitude towards the student's socioeconomic status.

Table 4 above the chi-square value for the distribution of responses on the academic performance of the students based on the teachers' attitudes towards their socioeconomic background. At 0.05 level of significance and 4 degrees of freedom, the calibrated chi-square value was 24.31. This value was more than the tabulated value of 9.49, an indication of the

rejection of the null hypothesis. Consequently, teachers' attitude towards students' socioeconomic status has a significant influence on the academic performance of the students.

Table 5

Chi-square value of participants on the academic performance of students and teachers' practice based on students' socioeconomic status.					
Value		Df	X²Cal	X²Tab	Remarks
Observed	31.75	4	28.70	9.49	Reject H ₀
Expected	28.19				

Third Hypothesis. Students' academic performance is not significantly impacted by the teacher's behaviour towards the student's socioeconomic status.

The table above indicates the overall chi-square value for the distribution of the responses on the academic performance of secondary school students based on the teachers' behaviour towards their socioeconomic status. The total calibrated value of the chi-square was 28.70 at 4 degrees of freedom and 0.05 level of significance. The tabulated value of 9.49 was less than the calculated value of 28.70, a clear indication that the null hypothesis was to be disallowed. Hence,

the academic performance of the secondary student's is considerably impacted by the teachers' behaviour towards the students' socioeconomic status.

4.3 Summary of the Findings

Based on the analysis of the data and the outcomes of the hypotheses tests conducted on the study as depicted by tables 3, 4 and 5, it was realized that

- The knowledge of the teachers about the student's socioeconomic background has a significant effect on the students' performance.
- Teachers' attitude towards students' socioeconomic status has a significant influence on the academic performance of the students.
- The academic performance of the secondary student's is considerably impacted by the teachers' behaviour towards the students' socioeconomic status.

5.0 CONCLUSION AND RECOMMENDATIONS

5. 1 Discussion of Findings

First Hypothesis

In the first hypothesis, it was discovered that the knowledge of the teachers about the students' socioeconomic background has significant effects on the students' performance. This is in line with a study carried out by Hill and Chin (2018). Their research entailed the investigation of whether 287 teachers had knowledge of their students, and how it affected their performance. The researchers realized a significant correlation between teachers' knowledge of their students and the resultant academic performance. The research indicates that strategies intended to enhance instructor awareness of student performance can bear fruit; such initiatives may also offer empirical proof that such structures play a significant role in teaching.

The knowledge a teacher has about the student's socioeconomic class dramatically impacts how the student will perform in certain subjects. This was clearly shown in a 2017 study by Goren and Yemini. From their research, the researchers found out that teachers perceived the students from high socioeconomic status to be more open to and prepared to handle global citizenship education. This is because such students, more or less, usually have parents whose itinerary entails a lot of international travels for business purposes or as part of their job descriptions. These students are themselves more likely to participate in cross-border trips. They, therefore, have the advantage of travel experience, cultural exposure, and social capital which enables them to take up such global citizenship education smoothly (Goren & Yemini, 2017).

On the contrary, the researchers report that students from low socioeconomic backgrounds rarely have the chance to travel out of their locality. These students do not have anyone who is able to take them for international travels, let alone engage them in conversations

on foreign affairs. Therefore, they rarely develop an interest or imagine life outside their immediate environment. The performance of the students in such a subject is, therefore, primarily affected by the teachers' perception of their readiness to handle them.

Second Hypothesis

The findings on the second hypothesis indicated that teachers' attitude towards students' socioeconomic status has a significant influence on the academic performance of the students. In their study, Xuan et al. (2019) sought to find out how teachers relate to their students in schools of different socioeconomic status in China. Their findings were quite similar to the results of this hypothesis. They realized that teachers and students in high socioeconomic schools had better relationships compared to their counterparts in the Lower Socioeconomic status schools. Teachers in the low SES schools perceived their students as less teachable. They also had a lower level of trust in their students. This perception and attitude of the teachers towards the students resulted in a negative academic performance by the students.

In their review of literature, Timmermans, de Boer and van der Werf (2016) make reference to certain studies which indicated that teachers tend to have higher expectations of students who they perceived as being independent and more optimistic. These are characteristics which are more associated with students from high socioeconomic classes (Chen et al., 2016). Timmermans et al. continue to mention that teachers' negative perception of the students' personal and social growth and work habits negatively impacted the students' academic ability and aspirations.

Third Hypothesis.

The results of the third hypothesis test showed that the academic performance of the secondary student's is considerably impacted by the teachers' behaviour towards the students'

socioeconomic status. There are several practices, such as the motivation of students by the teachers that varied depending on the student's socioeconomic class. The motivation of the students tended to lean more towards those of the high socioeconomic classes than those in the low socioeconomic classes. Irajzad and Shahriari (2017) also had the same findings in the study they conducted on female students in Iran. Their research showed that teachers tend to adopt various forms of motivation when associating with their students which include no-verbal, verbal and valuing. However, the frequency at which students from high socioeconomic schools were motivated turned out to be higher than that directed towards their counterparts in the middle and low socioeconomic classes. The researchers point out several factors that might have contributed to this behaviour by the teachers. These factors include parent involvement in their child's education, cultural capital of the students, classroom resources and activities. The high socioeconomic status schools ranked highest in all of these categories.

In another study, McCormick, O'Connor & Horn (2017) sought to find out if the closeness of the teachers and the students played a role in mitigating the effects of the socioeconomic status on their academic performance. The researchers came up with several findings. They realized that the relationship between the parents and the teachers also affected the closeness of the teacher and student. In cases where the teacher had a conflict with the parent, the teacher tended not to be close to the child, which negatively affected the child's academic performance. The teacher-child closeness was higher in the situations where the teacher and the parent were not in conflict, leading to better academic achievement for the students. Low teacher-student closeness was found to result in poor performance of the students.

The two studies discussed alongside the findings of the third hypotheses act to strengthen this conclusion made by the researcher. Based on these studies, it is apparent that the teachers'

practices in schools are mainly dependent on the socioeconomic status of the students. There is a tendency of the teachers to generally perform better when dealing with students of high socioeconomic status. This practice lowers as you move down the socioeconomic scale.

5.2 Summary of the Study.

The current research assessed the knowledge, attitude, and practice of secondary school teachers towards students from different socioeconomic status in Mwanza urban, Tanzania. The researcher opted for descriptive research design for this study. Among the reason for choosing this design approach was its ability to study the variables under investigation as they naturally occur without the risk of manipulation. It was also seen as a fit for this research since it enabled the researcher to obtain a broader perspective of the phenomenon under study.

The population of the study covered teachers from selected five schools within the Mwanza metropolitan area. Of this population, sixty teachers were selected for the study sample by use of the random sampling technique. A self-structured questionnaire was used as the data collection instrument. The study entailed the formulation of three hypotheses based on the objectives. These hypotheses were then tested using the chi-square statistical method. The results gotten from each test were equated to their critical values at a level of significance of 5%.

5.3 Conclusion.

Based on the outcomes of this research, the researcher concluded that;

- a) The academic performance of the secondary student's is considerably impacted by the teachers' behaviour towards the students' socioeconomic status
- b) The knowledge of the teachers about the student's socioeconomic background has a significant effect on the students' performance.

- c) Teachers' attitudes towards students' socioeconomic status has a significant influence on the academic performance of the students.

5.4 Recommendations

The outcomes of this research would make teachers aware of how their knowledge of, attitude towards and behaviour while handling students of different socioeconomic status directly impacts the academic performance of these students. Upon realization of this, they will need to take a step back, evaluate themselves and see how to adjust these elements so as to create equality in the course of their teaching.

School administrators should also create systems within the schools that embrace students from diverse socioeconomic backgrounds. Policymakers and curriculum developers, on the other hand, should even realize that students hail from varying socioeconomic backgrounds. They should, therefore, strive to come up with all-inclusive and flexible policies and curricula.

Policymakers should consider coming up with an education system whereby the learner is put at the centre of the education process. The current teacher-centred system has proven not to be so effective, especially with respect to incorporating all the students during teaching regardless of their socioeconomic standings. Several teacher factors, as shown in the study, have a significant impact on the academic progression of the students. A learner-centred approach may be an appropriate remedy for this hitch. In this system, learning will be regarded as a personal exploration by the students, and the teacher's responsibility will be to design and implement each student's activities. The teacher, however, will be required to understand each of their students' constructs and offer appropriate guidance based on them. Since this process will majorly entail partnerships between students and teachers, the students will also need to be aware of the teachers' personal constructs.

It is high time the government should devise a new system of measuring the educational progress of students in school. The meritocratic system of gauging the educational development of students also seems to be playing a significant role in the suppression of students who hail from low socioeconomic backgrounds. This system was made with the assumption that the socioeconomic status of the major stakeholders in education, students and teachers, will not have an impact on its effectiveness. A plethora of research studies, however, have proven this not to be the case.

Teachers should frequently evaluate themselves on their attitudes towards students based on their socioeconomic status. This will help them identify any bias that they may have towards a specific social class of students. The result will be an adjustment of their practice to be an all-inclusive one. The teachers' training and career development programs should also include training on how to handle students from all social classes, especially those of low socioeconomic status who often have to deal with a lot of family-related stress.

Schools need to have in-house psychologists. These psychologists will not only be available to help the students but also the teachers. Both the teachers and students sometimes go through difficult situations that affect their concentration in whatever important activities they have to undertake. These issues are often connected to their socioeconomic status. The psychologists will help a great deal in ensuring that the emotional health of everyone within the school is at optimum so that they may all be involved in dispensing and taking up knowledge.

5.6 Suggestions for further studies

This study barely scratched the surface of the effects of teachers' knowledge, attitude and practice towards students of different socioeconomic status and how it affects the students'

academic performance. Consequently, the researcher suggests that more research be carried out in the following areas.

- i. The impact of parents' involvement in their children's academic performance.
- ii. Effects of teacher-parent relationships on the academic performance of students.
- iii. The impact of schools' socioeconomic status on the academic performance of the students.
- iv. How the proximity to a student's school affects their educational and social development.

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APPENDIX A

QUESTIONNAIRE

Dear Respondent,

This questionnaire is only meant for the purpose of research. It is on the knowledge, attitude and practice of teachers towards students of different socioeconomic status. You would be greatly appreciated for your objective answers to every element in this questionnaire. Your answers will be kept anonymous and will only be used for this study and not any other.

SECTION A- DEMOGRAPHIC DATA.

Gender: Male () Female ()

Teaching Experience: Less than 10 years [] 10 to 20 years [] More than 20 years []

SECTION B – QUESTIONS

Instruction: Rank your answers based on the key below

KEY: Strongly Agree (S A), Agree (A), Disagree (D), Strongly Disagree (SD)

NO	Teacher's Knowledge on Students SES	SA	A	D	SD
1	Teachers may develop stereotypical prospects about students, and this definite knowledge influences their judgements about their students.				
2	I don't pay much attention to following up on students that I know their parents are well educated because they get assisted by their parents to do homework.				
3	Some of my students' parents are not educated, and this is influencing my approach to teaching them.				
4	I think about and treat all students in a similar way.				
5	I embrace the value of education a lot, and I encourage every student irrespective of their SES				

NO	Teacher's Attitude towards students' SES.	SA	A	D	SD
1	Teachers don't attach culture and SES to anything regarding education.				
2	Teachers are culture inclined people; they always mix what students learn at school with their cultural beliefs, and this has an impact on students' performance				
3	Teachers believe much in cultural superstitions, so they don't allow students from different SES to interact, and this impacts on learning and academic performance.				
4	I have a wide range of experience. Therefore, culture does not influence my perception of students.				
5	The success of teaching of any cohort students is rooted in the importance of identifying the unique contributions and value that students from their families bring education.				

NO	Teacher's practices	SA	A	D	SD
1	The most exceptional teaching approach is to motivate students and express love and reassurance to them.				
2	The present syllabus is beneficial to my learners. It reflects who they are as students and demonstrates their experiences and background.				
3	My students' Socioeconomic standings act as a guide for my practice in teaching.				
4	My students' life stories influence my assessment of their classwork and examinations.				
5	I always bring to the classroom some unique experiences that promote students' learning and academic success.				

APPENDIX B

Informed Consent

Knowledge, attitude and practice of secondary school teachers towards students of different socioeconomic status.

Introduction

I am....., in the Department ofat University carrying out a research study on **knowledge, attitude and practice of secondary school teachers towards students of different socioeconomic status**. You are requested to participate in the survey since your school has been identified.

Procedures

If you are willing to take part in this research study, you will be given a questionnaire to answer. If you consider it convenient, this will be performed at your school. You can also choose a place of your convenience. Participants will then submit the answered questions to the researcher.

Risks

Participating in the study could present some risks or discomforts. This involves a small chance of privacy violation, but we will take action to minimize the risk. The name of the teachers and the school will remain anonymous.

Benefits

These are no anticipated direct gains for the participants, but teachers that appreciate a fine-tuned understanding of their views for the duration of or after the research. The findings of the research may reveal common issues that may form the basis for further study questions.

Explanation & Offer to answer questions

In case you have any inquiries or research-related challenges, you may reach the researcher on phone number..... or email

Willingness to take part and the right to withdraw without repercussions

Involvement in this study is entirely voluntary. You may opt not to take part or withdraw at any time with no penalties or lost benefits. If you wish to withdraw, inform the researcher using the contacts given above. Information provided will be confidential, and only the researcher will get admittance to the data.

Statement of approval.

The Official Review Board for the protection of human respondents at..... University has approved this research. In case you have any research-related concerns or questions about your rights other than the researcher, you may communicate to the Official Review Board Administrator at phone number..... or email..... to get feedback or to propose input.

Copy of Consent

There are two copies of this Informed Consent. Please sign all of these duplicates and take one for your account.

Investigator Statement

“I affirm that this research project has been explained to the participant and that the participant acknowledges the essence and intent of the study, the possible dangers and benefits involved with taking part. Any concerns raised have been responded to”.

Participant

Signature _____ Date _____

Investigator

Signature _____ Date _____