

WOLLO UNIVERISTY KOMBOLCHA INSTITUTE OF TECHNOLOGY

DEPARTMENT OF INFORMATION SYSTEM RESEARCH PROJECT

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INTRODUCTION

In our simple research we are going to identify the commen problem that exist in the interest and commitment of teachers in helping students in any affairs.

Almost all agree that some amount of reading is vital to becoming a good reader. Expertise does not arise without active participation. Some educators would advocate that the best way to become a proficient reader is by reading widely and frequently. But other educators suggest that gaining proficiency may not be so simple for many students who may need more contextual support.

Contextual support is extremely valuable for gaining reading proficiency, but we are suggesting that, while explicit instruction and appropriate texts are valuable, an often overlooked factor is motivational support. We propose that when the classroom encourages the powerful motivations for reading, students acquire proficiency steadily and predictably.

Statement of the problem

The need to conduct this research is to now the level of the interaction or relationship between students and teachers in any afairs. As much as possible to increase the intereste of teachers to help students and change the attitude of students to reasive help from teachers.in the present system there is the gap between students and teachers caused by both students and teachers. For example the problem caused by students are:-

[Students see little value in the course or its content.](https://www.cmu.edu/teaching/solveproblem/strat-lackmotivation/lackmotivation-01.html)

[Students do not believe that their efforts will improve their performance.](https://www.cmu.edu/teaching/solveproblem/strat-lackmotivation/lackmotivation-02.html)

[Students are demotivated by the structure and allocation of rewards.](https://www.cmu.edu/teaching/solveproblem/strat-lackmotivation/lackmotivation-03.html)

[Students do not perceive the classroom climate as supportive.](https://www.cmu.edu/teaching/solveproblem/strat-lackmotivation/lackmotivation-04.html)

[Students have other priorities that compete for their time and attention.](https://www.cmu.edu/teaching/solveproblem/strat-lackmotivation/lackmotivation-05.html)

[Individual students may suffer from physical, mental, or other personal problems that affect motivation.](https://www.cmu.edu/teaching/solveproblem/strat-lackmotivation/lackmotivation-06.html)

Objectives

general objective:-the purpose of the study is to determine the interest and commitment of teachers in helping students in any affairs.

Specific objectives

1. To gather data and information by data collection method to determine the interest and commitment of teachers in helping students
   * 1. To organize and generate possibilities.
     2. To analyze data in order to know the interest and commitment of teachers in helping students.
     3. To categorize, analize and ordering questions available for the research

Research question

* How much the interest and commitment of teachers to help the students?
* Is there any students that have not interests to help from their teachers?
* What is the factor that affect the teachers to help the students?
* Is the collages support the teachers to help the students?
* What is the interest of students to get support from their teacher?
* What is the relationship between students and teachers to communicate with each other?

Hypotheses

Ho:the interest and commitment of teachers to help the students is not sufficient:

Limitation of the research

This research is carried out by using asking and gathering different information means that there are no reference related to this research and the topic is not related with internet media.

This research is carried out in the informatics collage with a sample of

of 50 participants of student and 10 students participants. A survey was conducted with among the informatics collage which takes around 15 minutes for each student.

Significant of the study

– Helping every student to achieve success is our highest priority.  We are committed to promoting a climate of student success and to providing an environment conducive to teaching and learning.

* The importance of this research is to determine the interest and commitment of teachers in helping the students.
* Used to magnify the interest and commitment of teachers based on the conclusion.

Used to identify the problems that affect the teachers to help the students.

The goal of the research is to give students the opportunity to master essential skills and knowledge before they move on to the next level

Scope of the study

Generating or analyzing reports about the interest and commitment of teachers to help the students in informatics collage.

Literature review

This literature review explores the topic of teacher and student rapport or interpersonal

Relations. Rapport is the “ability to maintain harmonious relationships based on affinity for others.

Rapport is the Interpersonal side of teaching. It is what makes the teacher more than just a lecturer. Rapport involves knowing your students and their learning styles and using your relationship with them to teach at a more personal level. Teachers who have good rapport with their students are skilled in “ways that encourage involvement, commitment, and interest.

In conclusion, the use of rapport in the classroom has been widely researched and discussed among teaching professionals. Although the effects of rapport building and their impact on student ratings of classroom learning are mixed, most of the research on rapport correlates to a positive impact on both students and instructors. Building rapport in the distance learning environment has had a profound effect on student learning; in these environments instructors must work harder to build rapport because of the lack of face to face time with their students. Rapport has also had a big impact on teaching second languages where interpersonal relationships help break down the barriers to learning. Teaching is as much about the technical merits of the instructor as it is about relationships in the classroom; successful teachers have learned how to build rapport with their students while challenging them to learn new material

Methodologies

The research conducted was analytical research and the data was collected with the help of a questionnaire. In a cross sectional survey after that a critical analysis was carried out of the collected facts and figures.

Questionnaire: by asking question fore the sample that we use to conclude the solution.

populations

The target of population for the study was the informatics college student and teachers.

sample

Sample of the study was composed of 50 participants of student and 10 participants of teachers and the sample was chosen using purposive technique in which the researcher selects the particular group or category from the population to constitute the sample.

Variables

In this research the following variables were selected.

Performance idea independent variable.

Female and male student dependent variable.

The informatics collage teacher independent variable.

finding and discussion

To explore the interest and commitment of teachers to help the student we chose a sample of 50 student who were 10 in the second year 30 in the third year batch and 10 in fourth year batch and sample of 10 teachers in informatics collage.

The sample population that gives their suggestion about the interesting and commitment of teacher’s to help student’s is not efficient.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | agree | disagree | Percentage%  Agee population sample | Percentage%  Disagree population sample |
| 2nd year  student | 8 | 2 | 80% | 20% |
| Third year student | 20 | 10 | 80% | 20% |
| Forth year student | 7 | 3 | 70% | 30% |
| Teacher sample | 9 | 1 | 90% | 10% |

Conclusion:-

generally most student agree with the interest of teacher limited to help student at any place and time.

Because of most teacher work in addition to their work .

based on the above data sampling the null hypothesis accepted because

there is enough evidence to support our hypothesis or there is no enough evidence to reject the hypothesis. Therefore the interest and commitment of teachers to help students is not efficient.

Time schedules

|  |  |  |  |
| --- | --- | --- | --- |
| № | Date | Activities | Owners to perform |
| 1 | 21/03/011 | Understanding our topic | By the researcher |
| 2 | 26/03/011 | Preparing stationary materials | By the researcher |
| 3 | 28/03/09 - 4/05/2011 | Selecting sample | By the researcher |
| 4 | 6/04/011 - 10/04/011 | Preparing questioners and interview questions | By the researcher |
| 5 | 12/04/2011 - 20/04/2011 | Data collecting | By the researcher |
| 6 | 25/04/06 - 30/04/2011 | Data analyzing and interpretation | By the researcher |

**REFERENCES**

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