In short, the outstanding characteristic of the extended professional (teacher) is a capacity for autonomous professional self-development through systematic self-study, through the study of the work of other teachers and through the testing of ideas by classroom research procedures. The book continues to have a modest aim: it is to provide teachers and students with a practical guide to doing research in their own classrooms and to link these research efforts to the extension of their teaching and learning repertoires and to whole school developments. This work has focused more than ever before on strategies for teaching and learning and the facilitation of action enquiry and classroom-based research. Considerable research has shown that teachers with high levels of self-efficacy experience higher levels of job satisfaction, lower levels of job-related stress and face less difficulties in dealing with students’ misbehaviors (Caprara et al., 2003). Thus, understanding the main antecedents of self-efficacy may have important payoffs in working for teachers’ well-being and school effectiveness and improvement. The concept of self-efficacy derives from Bandura’s social-cognitive theory of behavioral change (Bandura, 1977). We conducted two multiple hierarchical regressions to test the moderation hypothesis. We used SPSS 24.0 to conduct all the analyses. Results. Concerning gender, males had a more positive attitude towards math compared to females, but both genders scored approximately the same on the achievement test. CHAPTER I INTRODUCTION According to Douglas McLeod, "Recent research has made substantial progress in characterizing the cognitive processes that are important to success in mathematical problem solving." According to Lewis Aiken, "Investigations concerned with the developing and influencing of attitude toward mathematics have dealt almost exclusively with enjoyment of the subject or anxiety in its presence." In the book, Research Ideas for the Classroom: Middle Grades Mathematics, the author The findings show that attitude of teachers correlated positively and significantly with students’ academic performance. Poor government attitude to teachers, lack of job satisfaction, poor remuneration and delayed salary, students’ learning interest and absence of teaching materials/instructional aid were found to influence the attitude of teachers. Investigated the factors responsible for the attitude of teachers. Research Questions. 1. What is the relationship between teachers’ attitude? Effects of teacher characteristics and attitudes on student. achievement in KCSE economics examination adopted a field. based survey. The study was conducted in secondary schools. offering economics in eh Rift Valley Province of Kenya.