

Chapter Two

Literature Review

In this chapter, the researcher discusses literature review which consists of three main topics. The first part of all is an behavior which consists of definition and component of behavior. The second part is teachers' behavior. The third topic is the influence of teachers' behavior toward students' learning. The fourth part is students' academic achievement. It covers the general understanding of students' academic achievement. At the end of this chapter, the researcher will discuss the conceptual framework that supported in writing the research.

Attitude

Definition of Attitude. There are some explanations about attitude based on the expert. Some experts defined the attitude based on the psychological terms. Many psychologists have given different definitions of attitude. According to Schneider (1988), attitudes are evaluative reactions to persons, objects, and events. This includes beliefs and positive and negative feelings about the object. He also added that attitude could guide our experiences and decide the effects of experience on our behaviors. This is because attitude influences the way people perceive and act towards people, objects or events that they meet. Hogg and Vaughan (2005) defined an attitude as, "A fairly continuing organization of beliefs, ideas, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols or a general feeling or estimation (positive/negative) about the person, objects or issue" (p. 147). From the statement, briefly, it could be said that attitudes are a positive or negative evaluation or manner that people have towards other people, objects, issues or events.

Components of attitudes, Attitudes structure can be described in terms of three components. Tyagi (2013) said that there are three components of attitude,

namely cognitive (beliefs), affective (feeling), and behavioral (action). The first component is cognitive. The cognitive component refers to the mental process of perception, conceptions, and beliefs about the attitudinal object. The second component is affective. The affective or emotional component collects all those emotions and feelings that stimulate statistics, for example, those individual reactions of trust and distrust, like and dislike, among others. The last component of behavior is behavioral. The behavioral component is related to expressions of behavioral intention or action, which represents the tendency to act or resolve in a specific way. The behavioral component consists of the tendency, to act or react to the object in certain ways. Positive or favorable behavior decides the course of life.

The way a person reacts to his surroundings is called behavior. According to Ajzen and Fishbein, as cited in Jain (2014), argued that “attitudes are held with respect to some aspects of the individual’s world, such as another person, a physical object, a behavior, or a policy” (p. 2). The statement is in line with Jain (2014) defined attitudes as relatively lasting clusters of feelings, beliefs, and behavior tendencies directed towards particular persons, ideas, objects or groups.

Teachers’ Behavior

Having good behavior for teachers is important in the teaching and learning process. Bashir, et al (2014), argued that the teacher is the person that should be a good role model for their students in the classroom or outside the classroom. Every teacher should have a good behavior for their students even though they have a different behavior. Eggen and Kauchak (2007), identified teacher’s behaviors as they have enthusiasm, caring, firm, and democratic practices to promote students’ responsibility, use the time for lesson effectively, have established efficient routines, and interact freely with students and provide motivation for them. Moreover, having

these behaviors in teaching and learning process give the significances effect for teachers. Karabenick and Noda (2004) “It is supported that teacher has an important role in influencing the society, creating a sound foundation towards the future of society, and ensuring the continuation of such action, and behavior affect teachers’ motivation to engage with their students, which can, in turn, translate into higher students’ motivation and performance” (p. 4).

Behavior is a response, which an individual shows to his environment at different times. Mehdipour (2013), conclude that behavior can be positive or negative, effective or ineffective, conscious or unconscious, overt or covert, and voluntary or involuntary. Dusenbery (2009) stated that “Behavior can be regarded as an act of an organism that changes its relationship to its environment. Behavior provides outputs from the organism to the environment.” (p. 218). The statement in line with Mehdipour (2013), “The meaning of behavior is to conduct or carry oneself or behavior in what we do, especially in response to outside stimuli; anything that an organism does that involves action and response to stimulation.” (p. 219).

According to Iqbal (1996) as cited in Mehdipour (2013). Said that teaching is an arrangement and manipulation of a situation in which there are gaps or obstructions and where an individual tries to overcome the problem from where he learns. Teachers and administrators of all categories and levels should be aware of the roles played by them in the present context of education. They should understand that their roles and behaviors are not fixed, but are revolving around the influence of changes taking place in a society and the educational system itself. Shah (2009), Said that behavior is a response which an individual shows in his environment at different times.

According to Fenstermacher and Richardson (2005), “Good teaching is teaching that is made up of the logical acts of teaching (defining, demonstrating, modeling, explaining, correcting), the behavioral acts of teaching (caring, motivating, encouraging, rewarding, punishing, planning, evaluating), and the moral acts of teaching (showing honesty, courage, tolerance compassion, respect, fairness).” (p. 16). When these characteristics are combined with student achievement, then the result is quality teaching.

According to Davis and Thomas (1989), “A behavior of teacher in the classroom setting will demonstrate the following characteristics; 1) they have strong interpersonal skills, such as empathy and respect, 2) they are accepting and caring toward students, 3) express interest and enthusiasm, 4) listen to students/effectively communicates, 5) gives positive feedback, 6) provides help when needed, 7) stays current with teaching methodology. Although admittedly drawn from a far lengthier list, Polk (2006) identified ten basic characteristics of teachers’ behavior: good prior academic performance, communication skills, creativity, professionalism, pedagogical knowledge, thorough and appropriate student evaluation and assessment, self-development or lifelong learning, personality, content area knowledge, and the ability to model concepts in the appropriate content area.” (p. 14)

For a teacher, being able to interact with the student and showing positive behavior such as asking questions, understanding their thoughts, showing interest and appreciation increases the students’ motivation and success. Ulug, Ozden, and Eryilmas (2011) said that while working towards providing students at a certain development level of information, experience and behavior on a certain topic, teachers become role models for students by way of their own behavior and behavior. Positive behaviors lead to success while negative behaviors lead to failure. For

example, if the teacher engages in belittling comments towards a student due to his/her failure, the negative effects of this will be inevitable (Gecer, 2002). In Frymier (1993) study concerning the effect of positive teacher behavior on the student's motivation level, the author has concentrated on certain behaviors for teachers such as giving feedback for student works, complimenting, wanting to listen to students and being interested. The results of the study show that teachers' nonverbal actions such as smiling, having a relaxed stance, various gestures and facial expressions come first in improving the learning experience for students whereas the topic of the class itself comes in second. The student's academic achievement is not completely the result of their work; academic achievement is affected by many factors and the first one is the behavior of the teacher. A positive behavior from the teacher affects the student's motivation, behavior towards school and school work, the student's self-confidence and as a result personality development.

The Influence of Teachers' Behavior toward Students' Learning

According to Ulug, Ozden, and Erylmaz (2011) they argued that a teacher who realizes that the nature of knowledge and abilities directly affect his or her students and surroundings take responsibility for his or her knowledge and abilities creates positive relationships with his or her students and can relay these to students in the most efficient manner. According to Vasudevan (2013), teachers' behavior or commitment towards work is crucial to encourage the students to learn. Teachers' commitment becomes visible in promoting and maintaining the teachers' positive behaviors. Vasudevan (2013) said that the teachers who teach effectively could give students appropriate and helpful feedback. Vasudevan also found that academic achievement and students' behavior are influenced by the quality of the teacher-student relationship.

Further, Vasudevan (2013) said that students' proficiencies increase because teachers' behaviors or behavior in the teaching process are evident in increasing student participation in the classroom. Increasing students' participation in the classroom requires creativity; hence creative thinking becomes part of the learning process. Teachers' commitment would work in creating the proper awareness, skill, and behavior for teachers to teach and learn something beneficially.

Teachers' behavior and motivation play a significant role in shaping the classroom environment which has an impact on a student's self-efficacy which in turn influences a student. Ogembo, et. al (2015) said that teacher's behavior and motivation play a pivotal role in the teaching and learning process. They play a significant role during the learning process and can directly or indirectly influence student which in consequence can influence students' achievement. Teachers are, invariably, role models whose behaviors are easily mimicked by students. Also, according to Ogembo, Otanga, and Yaki (2015), argued that how teachers teach, how they behave and how they interact with students can be more paramount than what they teach.

Students' Academic Achievement

According to Crede, McElvany, Steinmayr, and Wirthen (2015) "Academic achievement represents performance outcomes that indicate the scope to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university" (p. 2). Therefore, Crede, et. al added that the academic achievement should be considered to be a multifaceted construct that comprises different fields of learning. Because the scale of academic achievement is extremely wide-ranging and covers a broad variety of educational outcomes, the definition of academic achievement depends on the

indicators used to measure it. Along with the many criteria that show academic achievement, there are very general indicators such as procedural or technical and declarative knowledge obtained in an educational system, more curricular-based criteria such as grades or performance on an educational achievement test, and common indicators of academic achievement such as educational degrees and certificates. All criteria, in general, represent intellectual activities and as a consequence, more or less, mirror the mental capacity of a person. Moreover, in developed societies, an academic achievement plays a significant role in every person's life. Academic achievement as calculated by the grade point average (GPA). Therefore, the academic achievement defines whether one can take part in higher education, and based on the educational degrees one achieve, influences one's professional career after education.

An achievement test is usually constructed and standardized to determine the proficiency in school subjects matter. Simpson and Weiner (1989) defined achievement as considerable behavior in a standardized series of tests. According to Bruce and Neville (1979) educational achievement is measured by standardized achievement test developed for school subjects matter. From the literature, the researcher concludes that academic achievement is considered with what is achieved at the end of lessons.

Achievement is considered as an act of completing or reaching by effort. It includes anything won by effort, a deed, and a successful action. Simpson & Weiner (1989) stated that achievement test aims to compute the system of education and training in school activity towards a regularly accepted model of skills or knowledge. The several subjects may be combined into an achievement sequence for measuring the general school proficiency each in point score or achievement age and perhaps a

percentage of achievement. Steve (2000), argued that learning outcome can be measured by academic achievement and accountability. Mission and goals of the education system usually determine learning outcome. This suggests that learning outcome transcends cognitive assessment. It includes behavior and values. In conclusion, the students' academic achievement as the learning outcome from the study that student followed for one year or semester proved by the score or grade point average (GPA).

Grade Point Average (GPA) as Indicator of Student's Achievement

There are some indicators to determine students' academic achievement. One of the indicators is grade point average (GPA). GPA is the grade point earned after following some courses computed by multiplying the points for the grade by the numbers of credits for the offered courses. GPA is calculated by dividing the total number of grade point earned by the total number of graded credits taken (Volwerk & Tindal, 2012). In some countries such as Indonesia and USA, the highest commonly possible average gained by students is 4.00 or an A in every subject.

As an indicator to determine student's academic achievement, it was needed to classify and categorize the level of student's academic achievement classification. Every level of classification shows different description. In Universitas Muhammadiyah Yogyakarta, the arrangement level of Cumulative GPA (CGPA) as written in academic guideline book of Universitas Muhammadiyah Yogyakarta is based on the degree of education minister No. 232/U/2000.

Grade Point Average (GPA)	Description
3.51 – 4.00	Excelent – Exceptional Achievement (A, A-)
2.76 – 3.50	Good – Extensive Achievement (B+, B, B-)
2.00 – 2.75	Satisfactory - Acceptable Achievement (C+, C)
< 2.00	Poor – Minimal Achievement (D, E, K)

Review of Related Research

There are three studies about teachers' behavior and students' academic achievement reviewed in this section. The first research is from Mehdipour and Balaramulu (2013). Who discusses the influence of teacher's behavior on the student's academic achievement. The sample of the study is 1080, consist of 180 faculties and 900 students that randomly selected from five universities out of 13 universities in Hyderabad for this purpose. The major conclusions of the study were that teachers felt proud to be teachers and also Faculties expressed that priority wise, punctuality, honesty and hard work are important qualities of Good teachers. Students were found to be satisfied with the positive behavior of their teachers. half of students indicated that important qualities of teacher's Behavior were punctuality, honesty, hardworking, friendly, confident and competency. Study showed that there is a significant correlation between the teachers' behavior and academic achievement in students of Hyderabad universities..

The second related research is done by Ulug, Ozden, and Erylmaz (2011). They provided an understanding of education and the dynamics of the relationship between teachers and students beyond the limited areas of classes and courses. A

sample group of research consisted of totally 353 students from different departments of Istanbul Kultur University and Maltepe University. By giving questionnaires, the students were asked to provide samples of their primary school, secondary school, high school and university teachers' positive and negative behaviors as well as to tell how it affects their personal development and performances by giving samples. The most significant findings of the research evidenced that teachers' positive behaviors have positively influenced students' personality as well as their live performances.

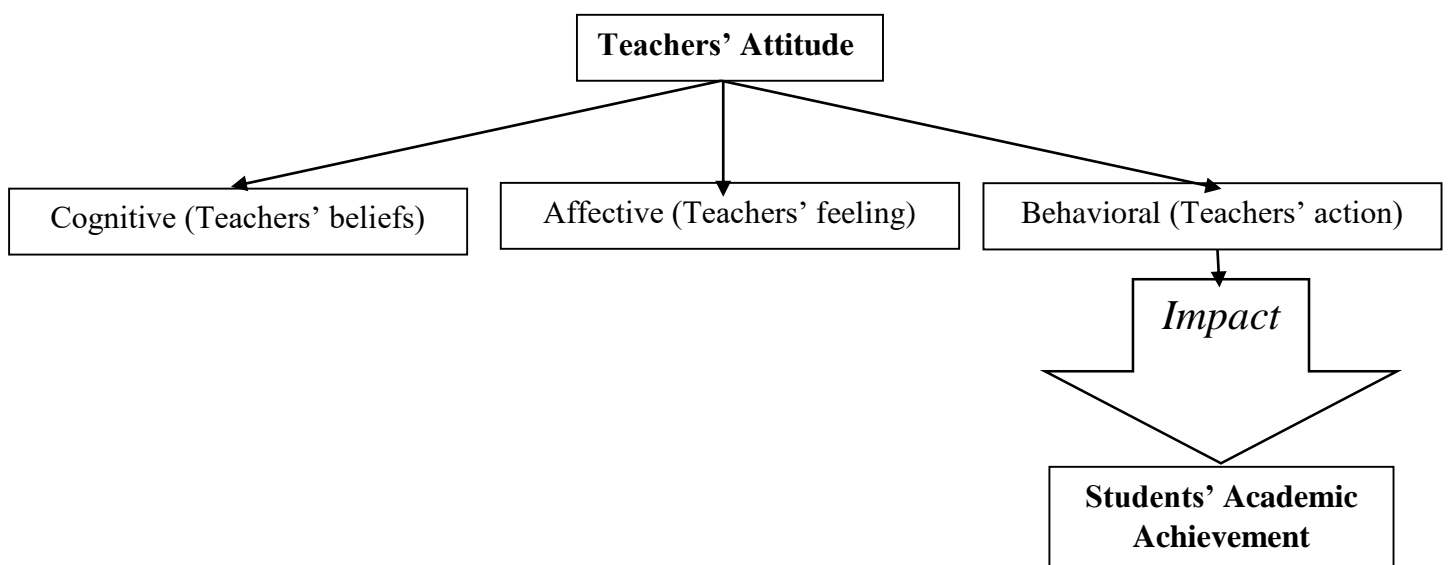
The third related research is coming from Listyani (2007) was aimed at exposing the influence of teachers' conception of discipline, the way of communication, and behavior toward students on students' academic success and behaviors toward school, courses, and teachers. The influence of teacher behaviors inside and outside the class on students' academic success was determined freely through student observation and student opinions, therefore a qualitative approach was used for that research. Findings revealed that most of the students wanted teachers who were not serious and not too formal in teaching. They emphasized teachers' being cooperative and understanding to their students. Besides that, the teachers with good behavior those who are disciplined and keep improving themselves in terms of knowledge and teaching ability.

The previous studies describe the impact and influence of the teacher towards their students. The first research describes the influence of teacher's behavior on the student's academic achievement of university. The second research describes the effects of teachers' behaviors on students' personality and performance proved there is the influence on the find from teachers' behavior toward the students' personality and performance. The third research describes good teacher behavior. These studies discuss some points related to the teachers' behaviors and students' performance in

the school. In addition, it has the relationship with this study about teachers' behavior and students' academic achievement. Those studies investigate the behavior of the teacher regarding students' academic performance, and the researcher gets references from those studies to conduct the research. Those studies tell the behavior in the school field that is conducted by teachers. Some of those studies investigate the behavior of teacher towards students' personality and performance that is affecting achievement. Previous research addressing teachers' behavior and students' performance by way of experiment and experiment to get and measure the level of results, while this research use questionnaire, which will be filled by students and GPA to measure the impact of teachers' behavior toward the students' academic achievement in teaching and learning process. In this study, the researcher just focuses on teachers' behavior and students' academic achievement in the learning process. Meanwhile, all of those studies above inform the positive result in their findings of the study. It convinces the researcher to do this research that was successfully conducted by others studies in several countries.

Conceptual framework

Figure 1. *The Research Correlational and Impact*



A conceptual framework is proposed for this research based on previous academic reviews, which encourages a systematic analysis of educational development by exploring its influence towards behavior with the component of attitudes that consist of cognitive (beliefs), affective (feeling), and behavioral (action), as shown in Figure 1. The conceptual framework illustrates the influence of teachers' attitude which specifically on behavior toward students' academic achievement. Various researchers have considered teachers' behavior as factors that have a connection with the students' academic achievement. The independent variables of this study's conceptual framework are teachers' behavior, while the dependent variable is student's academic achievement.

Hypothesis

Ha, There is the influence of teachers ' behavior towards the students ' academic achievement