

## Chapter Two

### Literature Review

This chapter explains about literature review. This chapter will also show about attitude that consists of definition of attitude and the component of attitude. In this chapter also will show about teachers' attitude, the influence of teachers' attitude toward students' learning, review of related research, and conceptual framework.

#### Attitude

**Definition of attitude.** There are some definitions about attitude based on the expert. Some experts defined the attitude based on the psychological terms. Many psychologists have given different definitions for attitudes. According to Schneider cited in Krosnick and Petty (2014), attitudes are evaluative reactions to persons, objects, and events. This includes your beliefs and positive and negative feelings about the attitude object. He also added that attitude can guide our experiences and decide the effects of experience on our behaviors.

Jung in Jain (2014) expresses several attitudes within the broad definition readiness of the psyche to act or react in a certain way. He argues that attitudes very often come in pairs, conscious and unconscious. Besides that, Baron and Byrne (1987) also gave a similar definition of attitude which is, attitudes can be defined as lasting, general evaluations of people (including oneself), objects, or issues. Attitude is lasting because it persists across time. A momentary feeling does not count as an attitude. According to him attitudes are lasting since it

remains across time. This is similar to a statement made by Vaughan and Hogg cited in Albarracín, Johnson, and Zanna (2015), 'Attitudes are relatively permanent- persist across times and situations. A momentary feeling in one place is not an attitude'. Therefore, if you encountered a brief feeling about something, it does not count as an attitude.

A psychological definition of attitude identifies a verbal expression as behavior. Based on Chaiklin (2011), a psychological definition of attitude recognizes that social structure is important in creating and maintaining social order. According to Eagly and Chaiken in Noursi (2013), attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor. In social psychology, there are different ways in which attitude is defined. According to Nooren, Ahmend, and Esmail (2015), attitude is an important element in language learning process. However, there is not a fix definition of attitude. Adidewura and Tayo (2007) argue that attitude could be defined as a consistent tendency to react in a particular way-often positively or negatively toward any matter. Attitude possesses both cognitive and emotional components.

Jain (2014) said, an attitude is not passive, but rather it exerts a dynamic influence on behavior. He expresses that an attitude is a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence on the individual's response to all objects and situations to which it is related. It is a tendency to respond to some object or situation. According to Malhotra (2005),

an attitude is a summary evaluation of an object or thought. Attitude is the affect for or against a psychological object.

Fishbein in Li (2012) said that he constructed the value-expectancy model by arguing that a person's attitude determined his or her intended behavior, which could ultimately affect the outcome. Based on the model, he stated that a person would hold certain attitudes towards an object by evaluating it. After going through this process, the person then decided whether to hold a favorable or unfavorable view towards it. Indeed, such a positive or negative attitude could further influence the person's intentions to engage in various behaviors with regard to that particular object. Attitude can be defined as a set of beliefs developed in a due course of time in a given sociocultural setting. Although it necessarily do not determine behavior but can have some impacts on it.

The other argument comes up from Montano and Kasprzyk in Nooren et al (2015) is that attitude is determined by the individual beliefs about outcomes or attributes of performing the behaviour, weighted by evaluations of those outcomes or attributes. Thus a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude towards the behavior. Conversely, a person who has strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude. According to Oskamp and Schultz in Kamal and Muideen (2014), an attitude may be defined as a predisposition to respond in a favorable or unfavorable manner with respect to a given attitude object.

Hosseini and Pourmandia in Safarin and Fatemi (2013) argued that Attitude is usually defined as a disposition or tendency to respond positively or negatively towards a certain thing such as an idea, object, person, or situation. Likert (1932, p.9), cited in Al-tamimi and Shuib (2009), defines the term attitude as an inference which is made on the basis of a complex of beliefs about the attitude object. Gardner (1980, p.267), cited in Al-tamimi and Shuib (2009) elaborates on Likert's definition by defining attitude as "the sum total of a man's instincts and feelings, prejudice or bias, preconceived notions, fears, threats, and convictions about any specified topic. Nooren, et all (2015) proposed that attitude is totally the feelings of a person towards any particular things. Attitude of a person would be positive and negative.

Ajzan (1991) considered attitudes as a "disposition to respond favorably or unfavorably to an object, person, institution, or event" (p.4). Baker (1992) defines attitudes as a "hypothetical construct used to explain the direction and persistence of human behaviour" (p.10). MacDonald in Okon and Archibong (2014) described an attitude as a predisposition to act in a positive or negative way towards persons, objects, ideas and events. According to Oroujlou and Vahedi (2011) an attitude is a relatively enduring organization of beliefs around an object or a situation, predisposing one to respond in some preferential manner. An attitude is relatively enduring because it is learned, it can be unlearned. Because it is learned, it can be taught. According to Santill'an, Garc'ia, Castro, Abdala and Trejo (2012), attitudes are aspects that are not directly observable but inferred, comprised of both beliefs as feelings and behavioral predispositions toward the

targeted object. To conclude, the researcher also argues that attitude is people's behavior, belief, and also feeling about the object. I also argue that it can be influence to the object that they act or react.

**Components of attitudes** Lord in Rani and Tyagi (2013) said that, there are three components of attitude there are cognitive, affective, and behavioral. A behavioral component consists of the tendency, to act or react to the object in certain ways. Positive or favorable attitude decides the course of life. The same assumption also comes from Sarason in Okon and Archibong (2014) identifying in three constituents of attitude: cognitive (beliefs), emotional (feeling) and behavioral (action). The cognitive component by itself is not an attitude. It transcends into feeling and then metamorphoses into action; the final stage is attitude formation. In other words, action may be part of the attitude one has toward a thing, person or phenomenon. Traditionally attitude was conceptualized as consisting of three components: a cognitive, affective and behavioral component

Wise and Auzmedi in Santill'an, et al (2012) measured attitude from an affective and cognitive point of view. The cognitive component refers to the mental process of perception, conceptions and beliefs about the attitudinal object. The affective or emotional component, which collects all those emotions and feelings that stimulate statistics, for example; those subjective reactions of trust and distrust, like and dislike, among others. Finally, the behavioral component is related to expressions of behavioral intention or action, behavior that represents the tendency to act or resolve in a specific way.

According to Fraser (2001), the above definition shows that attitude is not an overt behaviour but a disposition which influences behaviour. He also argues that it is divided into three components: cognitive, affective, and behavioural. Based on their model, an individual's attitude causes an emotional response to be associated which leads to the predisposition of an action.

Ajzen and Fishbein in Jain (2014) states that attitudes are held with respect to some aspect of the individual's world, such as another person, a physical object, a behavior, or a policy. Therefore, the way a person reacts to his surroundings is called his attitude. Jain (2014) define attitudes as relatively lasting clusters of feelings, beliefs, and behavior tendencies directed towards specific persons, ideas, objects or groups.

In this research, the researcher focused on the affective and behavior components. It means this research consists of affective that have two aspects: emotion and feeling. Also, this research has behavior component which has action aspect.

### **Teachers Attitude**

Teacher is the person that should give the good example for their students in the classroom or out of the class. Every teacher also has the different attitude but they should have good attitude to their students. In our day a modern teacher surpasses this definition as well. The teacher also has an important role in influencing the society, creating a sound foundation towards the future of society and ensuring the continuation of such actions. Karabenick and Noda (2004) said that attitudes are important because they affect teachers' motivation to engage

with their students, which can, in turn, translate into higher student motivation and performance. According to Eggen and Kauchak in Adidewura and Tayo (2007), positive teachers' attitudes are fundamental to effective teaching. A teacher must be interesting. That is the teacher must work his students into such a state of interest in what the teacher is going to teach him that every other object of attention is banished from his mind. The teacher should also fill the students with devouring curiosity to know what the next steps in connection with the subject are.

Eggen and Kauchak in Adidewura and Tayo (2007), identified a number of teachers' attitudes that will facilitate a caring and supportive classroom environment. They are: enthusiasm, caring, firm, democratic practices to promote students responsibility, use time for lesson effectively, have established efficient routines, and interact freely with students and providing motivation for them. According to Hogg and Vaughan (2005), an attitude is defined as a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols. In the educational environment, teachers and students attitudes play a significant role in the achievement of educational objectives. Regarding the use of new innovations in the classroom, traditional teaching methods are being forced to accommodate what are inappropriate information technologies. Albion and Ertmer (2002) and also Becker, Ravitz, and Wong (1999) stated, teachers' attitudes play a prominent role in educational interaction as well as instructional choices and are fundamental in examining the outcome of technological integration in the classroom.

According to Eagly and Chaiken (1993), attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour. In most cases, many of these factors interact with one another to influence on attitudes.

### **The Influence of Teachers' Attitude toward Students' Learning**

For a teacher, being able to interact with the student and display positive behavior such as asking questions, understanding their thoughts, showing interest and appreciation increases the students' motivation and success. While working towards providing students at a certain development level information, experience and behavior on a certain topic, teachers become role models for students by way of their own behavior and attitude. Ulug, Ozden, and Erylmaz (2011) argue that Positive attitudes lead to success while negative attitudes lead to failure and as a result success can lead to positive ego attitudes while failure leads to negative ego attitudes. For example, if the teacher engages in belittling comments towards a student due to his or her failure, the negative effects of this will be inevitable. Ari in Ulug, Ozden, and Erylmaz (2011) also argue that teacher who realizes that the nature of knowledge and abilities directly affects his or her students and surroundings takes responsibility for his or her own 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' attitude or commitment towards work is very important to encourage the students to learn. Teachers' commitment



towards work becomes visible in promoting and maintaining the teachers' positive behaviors. Jones and Jones in Vasudevan (2013) said, teachers who teach effectively can give students fitting and helpful feedback. Research has found that academic achievement and students' behavior are influenced by the quality of the teacher-student relationship According to Kreitner and Kinicki (2007), commitment is an important work attitude because it drives the individuals who are expected to be willing to work harder to achieve their goal and remain employed.

Further, students' proficiencies increase because of teachers' commitment or attitude in the teaching process and techniques is evident in increasing student participation in the classroom. Increasing student participation in the classroom requires creativity; hence creating thinking becomes part of the learning process. Teachers' commitment would work in creating the proper awareness, skill, and attitude for teachers to teach and learn something beneficially.

Ogembo, Otanga, and Yaki (2015) said, teacher's attitude and motivation play a pivotal role in the teaching and learning process. They 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's behavior. They play a significant role during the learning process and can directly or indirectly influence students' attitudes toward science which in consequence can influence students' achievement. Teachers are, invariably, role models whose behaviours are easily mimicked by students. In addition, according to Kwale SMASSE in Ogembo,

Otanga, and Yaki (2015), how teachers teach, how they behave and how they interact with students can be more paramount than what they teach.

### **Review of Related Research**

There are many research conducted studying about attitude. Many researcher has told about definition and component of attitude but the only some researcher that have conducted the research about teachers' attitude. One of that is coming from Hemaloshinee Vasudevan with the tittle "The Influence of Teachers' Creativity, Attitude and Commitment on Students' Proficiency of the English Language". This study examined the effect of creative thinking, creative teaching, creative learning, teachers' attitude and teachers' commitment on students' proficiency in English language. Three hundred and ten teachers at private schools were surveyed for this purpose. The results of this study revealed that creative thinking, creative learning, creative teaching, teachers' attitude and teachers' commitment positively and significantly influence the students' proficiency in English language.

The second research was conducted by Ulug, Ozden, and Erylmaz in 2011 by the tittle "The Effects of Teachers' Attitudes on Students' Personality and Performance". This study provided an emic understanding of education and the dynamics of relationship between teachers and students beyond the limited areas of classes and courses. 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 give samples of their primary

school, secondary school, high school and university teachers' positive and negative attitudes and behaviours as well as to tell how it effects their personality development and performances by giving samples. The most important findings of the research evidenced that teachers' positive attitudes have positively influence students' personality as well as their life performances. These findings also discussed the teachers' role in lifespan education as beyond a simple knowledge transformation was.

### **Conceptual Framework**

There are many researchers that have told about the attitude. Based on what they have researched, attitude has three components. The first is cognitive component, which refers to the mental process of perception, conceptions and beliefs about the attitudinal object. Secondly, it is affective component or emotional component which collects all those emotions and feelings that stimulate statistics. Third, it is the behavioral component that is related to expressions of behavioral intention or action, behavior that represents the tendency to act or resolve in a specific way.

