International Journal of Multidisciplinary and Current Research ISSN: 2321-3124
Review Article Available at: http://ijmcr.com

Effects of Attitude on Teaching Learning Process: A Systematic Review

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Received 24 May 2020, Accepted 25 July 2020, Available online 27 July 2020, **Vol.8 (July/Aug 2020 issue)**

Abstract

Attitude is a tendency which is attributed to individuals. It facilitates creation of ideas, feelings and behaviors about a psychological object in an orderly manner. Prior studies have highlighted teachers' beliefs and attitudes in teaching learning process. The prior inclination and experience of teachers and students influences their choice of disciplines. The knowledge of their attitudes and perspectives will help the universities and the academic staff to develop and apply appropriate models and forms of online learning to meet the students' needs. Teacher's professional competence as well as personal characteristics and attitude regarding the profession plays an importance role in their success. The attitude and expectation of society in general and of the family of the learner in particular affect how learning is viewed and how teaching is organized. The current paper examined the studies conducted regarding the role of attitude in teaching learning process. The research evidence suggests that attitude is an important variable in determining teaching learning process.

Keywords: *Attitude, Learning, Teachers, Students*

Introduction

Attitude is a tendency which is attributed to individuals. It facilitates creation of ideas, feelings and behaviors about a psychological object in an orderly manner (Çetin, 2006). Meng (2010) proposed that the positive attitude assists to overcome difficulties, establish confidence and maintain resistance to stressful events while negative one will depress people, fill their heart with complaint, or restrict and in some situations even strangle their potentials. According to Agnes (2013) teachers with good interpersonal skills and professional competence are more effective in their classrooms. In this way the teachers facilitate the behavior of the students towards better understanding of concepts and disposition of positivity and mental alertness in learners. Ginns & Watters found that the prior inclination and experience of teachers and students influences their choice of disciplines in which their beliefs and attitudes play a vital role.

Attitudes are different from values, opinion and beliefs. The opinion and attitudes seem similar but both are qualitatively different constructs. The attitude differs from opinions in terms of the measurement techniques and the degree of generalization.

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DOI: https://doi.org/10.14741/ijmcr/v.8.4.5

The personal reactions against certain events and situations are referred as opinion. In terms of their effects, the attitudes are more general in an individual's reactions against human communities or a group of events at a larger-scale. The people may not be aware of their attitudes but they may be aware of their opinions (Tezbasaran, 1997). Anderson mentioned about the personality requirement of teachers. Among the necessary factors he listed attitude, adaptability, sense of reality, integration, insight, interest, social adjustment, sense of responsibility, resourcefulness, loyalty and work habits. Dodeen *et al*. (2003) found that male teachers have lower positive attitude than female teachers. The attitude and expectation of the family of the learner in particular and of society in general affect how teaching is organized and how learning is viewed. These expectations and attitudes vary from one society to another society. This attempts to conceptualize teaching and learning strategy from societal perspective. Adapting to the local conditions is essential for being successful and effective in developing teaching - learning approach (Derebssa 2006).

In the opinion of Odunusi (1999), teachers who possess right professional attitudes are the hubs of any educational system. It is because of the effectiveness and the quality of all educational arrangement rests up on them. The teachers are considered as indispensable pillars of education. Until the effective and competent teachers handle the system, the implementation of its programs will not be possible. It is irrespective of the size

of school and type of curriculum. Kurgat and Gordon (2014) conducted a study on the influence of teacher characteristics and attitudes on the achievement of the student in Kcse economics examination. They concluded that teachers have a positive attitude towards the subject. In this way poor performance of the students could be caused by other factors than the attitude of teacher. Hence, the attitude of teachers directly affected attitude of students. Brookfield (1985) stated that the role of teacher is not only to impart knowledge to the students but also to facilitate knowledge acquisition by creating desire for learning among students. In recent years, both students and the teachers have taken a central role in educational research. Teachers are expected to succeed in teaching and to handle students with high self-efficacy. It influences their understanding of successes and disappointments and the standards they set and their approaches in dealing with difficult instructional situations (Bandura, 1997; Ross, 1998).

Towards methodology the teachers had different attitude as was stated by Gabrielatos (2000) and the teachers may combine any number of these attitudes in varying degrees as per their requirements. Some teachers use the published material and some may use course book. Rolfe (2012) reported that recently joined staff members had greater concerns about copyright. They were more positive about using resources as a cost-saving measure. On the other hand, more experienced members of staff find greater difficulties to adapt resources and contextualize them for their specific needs. Jackson (2012) found that the teacher influences overall behavior of the students which include absences, suspensions, grade point average and on-time grade progression. Due to this reason there can be five percent or less of the variation in teacher effects on academic performance of the students. All these findings provide empirical evidence to the multidimensional nature of teaching and therefore there is the need for researchers and policymakers to take into consideration this type of complexity. Fer (2003) argues that in case of learning, individuals follow different paths as per their comfort. This is because the learning environment is suitable for one individual but the same environment may not be suitable for others. In a study conducted by Chang and Chang (2012), learning motivation was strongly correlated with learning satisfaction. It emphasizes the importance of the teachers as they must exert the educational efforts that are aiming to meet the specific needs of students.

Khunyakari, Mehrotra, Natarajan, & Chunawala (2009) found that Indian students had a positive attitude towards technology. Students realized if they are well equipped with technological knowledge it would assist them to acquire better place in the job market in future. The students take interest in working with the technology and feel that technology would make their lives easy. The students have understood that the technology had less negative as compare to positive effects. In their study Lim *et al*., 2008 and Selim (2007) found that students with' positive attitudes towards online learning are critical to their inclusion in distance form of learning and towards readiness for such type of learning. As the result of it the students must be capable enough to draw simultaneously on a range of resources. Some of these resources are associated with knowledge about the awareness of diverse available learning strategies (metacognitive resources) and how to process information (cognitive resources). Sometimes the learner knows the suitable learning strategies but do not put them into practice. (Flavell and Wellman, 1977). Recently Ngussa and Mbuti (2017) conducted a study among secondary school students in Arusha and Tanzania. The moderate relationship between attitude of the students and their performance was established by the researchers while using humour as a teaching strategy. They concluded that the performance of the students in math can be improved by increasing positive attitude among students. Pintrich and Maehr (2004) make three groups students such as the ones who would like to satisfy their curiosity, the ones who would like to avoid their failure and the ones who want to get high marks. The study shows that the students have different level of motivation and learning strategies in the class. The students fulfill their academic requirements by possessing positive attitude and showing positive behaviors. In a study on American students Gikas and Grant (2013) present some of the benefits of using mobile devices; namely, accessing information quickly through discussion boards, communicating with instructors and fellow students, course readings, providing novel ways to learn and interact with the course materials, and allowing for interaction with course content/classmates in a highly 'situated' and contextualized way. Miller and Honeyman (1996) performed a study about the attitude of the students enrolled in agriculture off campus video typed courses. They found positive attitude among such students due learning opportunities, convenience and the ability to control the pace of learning.

While conducting the study in developing countries Bhuasiri, Xaymoungkhom, Zo, Rho and Ciganek(2012) found that the most significant factors were related to improving attitude toward e-learning and increasing technology awareness. In addition to that other factors are enhancing basic technology knowledge and skills, requiring computer training, improving learning content, motivating users to utilize e-learning systems and requiring a high level of support from the university system. In a field study Aladwani (2002) revealed that the management advocacy positively influence attitude about computer and end users satisfaction. The affective attitude was the largest contributor of computer attitude as has been reported by Larbi-Apau & Moseley (2012) in their study. The other contributing factors were behavior, perceived usefulness and perceived behavioral control attitudes. The positive computer attitude among teaching faculty is relatively high as they engage in purposeful practice and access enabling environment. The teachers

can effectively professional performance and technology-oriented proficiency. In order to fulfill their educational requirements, the teachers and learners need not to rely exclusively on physical media, printed books and other material available in libraries. (Holmes & Gardner, 2006). While conducting a study on video-assisted online resources Coynea (2018) found that these resources may be a useful tool to teach clinical skills to nursing students. Due to its flexibility blended learning is often preferred by the students which increase the knowledge and skills of the students. Selim (2007) found that the teachers were aware of web technologies and the skills needed to use computer and mobile devices. They can develop positive attitudes among the students about the use of sophisticate technology.

Generally, classroom teachers are the primary instruction providers for disable students in the inclusive model. The main aim of inclusive education is the willingness of the teachers to accept students with disabilities. The important indicators of their willingness are attitudes and knowledge of the teachers about inclusion. Hence, it is essential in regular classroom to analyze the attitude of teachers towards inclusion of children with special needs (Manisha, Ramlee, & Zalizan, 2006). The physical condition, behavior and cognition of the disable person could be influenced by the severity of disability. The perception and attitude of others about disability are also influenced by the severity. Kakkar has emphasized that in order to understand the holistic attitude of the teachers there is need to study sever disability conditions. In a study (Jerome, 2007) found that the appointed teachers provide a lot of improvements in the performance and skills of students. The learning disability can be identified at the early stage only if the teachers possess positive attitude and high level of awareness about learning disabilities. In this way the researcher can recognize the students with learning difficulties and utilize specific educational methods for teaching this group of students,

Conclusion

Thus, in teaching learning process attitude play very significant role. The important role of teachers is to support the learners for developing positive attitudes towards learning. Then they will be able utilize their full potential. At the same time students and the society at large may facilitate the positive attitude among teachers by showing the interest in education and fulfilling the commitments.

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