

**SKILL AND ATTITUDE AS CRITICAL COMPONENTS FOR THE POTENTIAL  
RESEARCHERS: A NARRATIVE REVIEW**

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**Abstract**

Current research focuses on competence development and complex professional tasks. However, learning processes towards the integration of knowledge, skills and attitudes largely remain a black box. It is difficult to find one candidate who has both skills and attitude. One candidate who has the right skills and the right attitude is a rare gem. This article conceptualizes two integration processes, in analogy to theories on transfer. Skills and attitudes are defined, reconciling different research perspectives. In this work, we examine the influence of skill and attitude on individual performance in the profession of various employee laborer staff. The nature of attitude and the characteristics of research attitude are the most notions discussed in this work. The reviewed articles were first downloaded, screened, from the google search engines such as google scholar, research gate, likened, academia, springier, Scopus, then the scanned articles were analyzed using thematic analysis. Finally, recommendations were made.

**Keywords:** Attitude, Skills, Critical Components, Potential Researchers

Nature of attitude, Characteristics of research attitude

## 1. Introduction

Skills and attitude are the most important requirements a good organization should consider, attitude is the way of behaving, based on our inner motivations, personal values and aims. Also, it is an expression of favorable or unfavorable evaluation of a person, place, thing or event. These are fundamental determinants of our perceptions of, and actions toward all aspects of our social environment. Attitudes involve a complex organization of evaluative beliefs, feelings, and tendencies toward certain actions [1].

Definition of Attitude is described in dictionary.com as a manner, disposition, feeling, position with regard to a person or thing; tendency or orientation, especially of the mind. It is the way and the choice of how a person views something or tends to behave towards it. It means that you can control it at any point in time, no matter the circumstances you are facing. In fact, learning to adjust your attitude is the first step in self-leadership: you lead your frame of mind before anything else. On the other hand, Skills are the activities/capabilities we are able to do/deliver, what we learnt during our professional career. It is the ability acquired from knowledge and practice. It means to do something well in a particular field [2].

In an ideal world, the best combination of all is having great skill and attitude that goes along with positive thinking. But in the real world, many hiring managers are facing decisions, shall I hire a person who has a great number of skills, abilities, and aptitude but showing signs of not very positive approach towards work or life-related issues. There are many skills that can be gained and learned quickly with a great attitude. In that case, you are snatching a very valuable employee who is becoming skilled but also is influencing and inspiring others with his/her way of thinking. In the other scenario when you hire somebody who is highly qualified with a poor attitude, there is a chance the person can improve her/his attitude. But this is going to be a much longer and more difficult path to take. It is not impossible, but it takes a personal decision, determination, strength, and willingness to change their personal view and approach. It is not something that others can be convinced about unless they are open to it and seek diversification. My personal experience is that you change easily what a person knows and can do, rather than their attitude. It is our attitude at the beginning of a difficult undertaking which, more than anything else, will determine its successful outcome [3].

The main difference between attitude and skill is that attitude is associated with emotional quotient (EQ), while skill is more attributed to intelligence quotient (IQ).

Intelligent quotient (IQ) is basically the measure of one's intelligence. The higher your IQ is, the faster you can learn a new skill. For instance, people with a higher IQ can learn and memorize equations a lot more easily and can therefore more effectively apply these learnings in relevant jobs (e.g. financial analysts, accountants, statisticians). But as mentioned, these are all learnable, despite the different paces of learning. I'm sure you remember that one classmate who started off with poor grades but still managed to graduate top of class after studying their asses off. Moreover, EQ, on the other hand, is your emotional intelligence. Someone with a high EQ can manage their own emotions and others' too. They know how to behave appropriately and how to deal with difficult people. Employees with high EQ generally have better attitudes, making them more cooperative, social, empathetic, and proactive at work [4].

## **2. Methodology**

This work is accomplished by reviewing different manuals, books, journals and papers. Furthermore, the reviewed articles were first downloaded, screened, from the google search engines such as google scholar, research gate, likened, academia, springier, scopus, then the scanned articles were analyzed using thematic analysis. Finally, recommendations were made.

## **3. Narrative review**

The narrative review consists of 2 sections which can be seen below:

### **3.1. The nature of attitude**

The popular notion that people's attitudes are believed to be the result of cognitive, affective and behavioral processes that are influence by our past and current experiences and social interactions. These processes can have an influence in the way people remember, interpret, judge, and respond to social information. This notion is based on the idea that people attitudes have a powerful impact on behavior and attitude formation [5]. More generally, our thoughts, actions, character and conduct do not always match our inner convictions. Our attitudes also relate with our self-presentation, self-perception and self-justification. Overall, evidence provides support that cognition, affect, and behavior impact attitude formation. Affect refers to the way someone's feels about an attitude object. Behavior involves the person's intentions to do something with regard to an attitude object [2]. Cognition refers to the beliefs someone has about an attitude object. Although all three components of attitudes are important, their relative importance will vary depending on the persons level of motivation with regard to the attitude object.

According to this pragmatic approach, attitudes exist because they serve some function for the person. That is, they are determined by a person's motives. For example, Katz (1960) believes that we form an attitude because it helps us gain rewards or avoid punishment (p.129). Fisgbein and Ajzen (1975) claim that all attitudes are based on beliefs, evaluations and expectancy of the object (p.125). Fazio et al. (1982) asserts that our attitudes trigger the way we perceive, define and correspond to events in our social environment (p.127). Sydner (1974) asserts that our attitudes form in order to conform to another person's or group's expectations (p.130).

However, Social psychologists have found that attitudes and actual behavior are not always perfectly aligned. Evidence suggest that people's attitudes can form as a result of any (or combination) of beliefs, perceptions, environmental demands, and protecting the self (Hogg and Copper, 2007). But these attitudes can be largely driven or spontaneous (Hogg and Copper, 2007, p.135). Further evidence suggests that attitudes are acquired through: social learning and social comparison and classical conditioning, operant conditioning and mere exposure (p.203).

In particular, the evidence indicates that one's own idiosyncratic cognitive reactions depend on our commitment and involvement with the attitude object. More importantly, other theories such as cognitive dissonance theory, self-perception theory, self-standard theory, and balance theory stress the vital role of the need for consistency [6].

The theory of cognitive dissonance states that people seek consistency in their beliefs and perceptions. But when one's beliefs are confronted with inconsistencies among attitudes or behaviors, we will change or modify our attitude in order to eliminate or reduce the dissonance (p.198). Further, the self-perception theory assumes that we make similar inferences when we observe our own behavior (p.208). Consequently, the self- standard theory asserts that people have expectations about their own behavior and when compared to others it must match the conventional morals and values of society (p.209). Similarly, the balance theory asserts that people seek cognitive balance in order to maintain their overall self-affirmation (p.204).

The empirical evidence strongly suggests that our attitudes are inconsistent and are situation-related and are not predictable. Researchers agree that we often adjust our thinking in order to reduce dissonance and our actions affect our self-presentation, self-perception and self-justification. People's reactions are driven by situational or environmental forces. Our attitudes can impact our behavior in that it helps us organize information and reflect on our behavior [7]. In this sense, our attitudes help us express our values and convictions about a particular situation

and can guide our future behavior. Further, our attitudes can be learned or formed from experiences, knowledge and associations. In sum, people do not always know why they act the way they do. In this sense, rarely can someone's attitude predict behavior. Thus, the nature of attitude refers to the characteristics and components of attitudes, which are evaluative judgments or feelings that individuals hold toward people, objects, ideas, or situations.

### **Aspects of the nature of attitude:**

Write and introductory sentence

**1.Evaluation:** Attitudes reflect an individual's positive or negative evaluation of something. They can range from strongly favorable to strongly unfavorable, or they can be neutral.

**2. Attitude Components:** Attitudes consist of three main components:

**Cognitive component:** This involves the beliefs, thoughts, and knowledge that a person holds about the attitude object. For example, if someone has a positive attitude toward environmental conservation, they may believe that recycling is important for preserving the environment [8].

**Affective component:** This refers to the emotional or affective reactions associated with the attitude object. Using the same example, a person with a positive attitude toward environmental conservation may feel a sense of joy or satisfaction when they engage in recycling or witness others doing so.

**Behavioral component:** This relates to the behavioral tendencies or intentions associated with the attitude. In the environmental conservation example, a person with a positive attitude may actively engage in environmental-friendly behaviors such as reducing waste, conserving energy, or participating in clean-up initiatives.

**3.Stability and Change:** Attitudes can vary in their stability over time. Some attitudes are more resistant to change, while others may be more flexible and subject to alteration based on new information or experiences. Attitudes formed early in life or those deeply rooted in personal values and beliefs tend to be more stable [9].

**4.Context Dependency:** Attitudes can also be influenced by the social and cultural context in which they are formed and expressed. People's attitudes are shaped by their interactions with family, peers, media, and society at large. Social norms, cultural values, and group dynamics can all play a role in shaping and reinforcing attitudes [10].

**5.Attitude-Behavior Consistency:** While attitudes are generally thought to guide behavior, there may not always be a perfect alignment between the two. Attitudes are just one factor among many

that influence behavior, and other factors such as situational constraints, social norms, and individual differences can also play a role [7].

### **3.2. The characteristics of research attitude**

A research attitude encompasses a set of characteristics that are essential for conducting rigorous and effective research. The followings are the characteristics of a research attitude:

**1. Curiosity:** A researcher with a strong research attitude is naturally curious and inquisitive. They possess a genuine desire to explore and understand the world around them. Curiosity drives them to ask questions, seek answers, and delve deeper into various topics [12].

**2. Open-mindedness:** An open-minded researcher is willing to consider different perspectives, ideas, and interpretations. They are receptive to new information and evidence, even if it challenges their existing beliefs or hypotheses. Open-mindedness enables researchers to approach their work with objectivity and intellectual flexibility [4].

**3. Perseverance:** Research often involves setbacks, challenges, and obstacles. A researcher with a resilient attitude demonstrates perseverance and determination in the face of difficulties. They are willing to put in the necessary time and effort to overcome obstacles, refine their methods, and reach meaningful conclusions.

**4. Critical thinking:** Critical thinking is a crucial characteristic of a research attitude. It involves the ability to analyze information, evaluate arguments, and identify logical inconsistencies or flaws. A researcher with strong critical thinking skills can assess the quality and reliability of sources, construct valid arguments, and make informed decisions throughout the research process [8].

**5. Attention to detail:** Research requires meticulous attention to detail. Researchers must carefully design experiments, collect data accurately, and analyze findings with precision. A strong research attitude involves being thorough, organized, and methodical in all aspects of the research process to ensure the reliability and validity of results.

**6. Ethical awareness:** A researcher with a research attitude recognizes the importance of ethical conduct in research. They adhere to ethical guidelines and principles, such as obtaining informed consent from participants, ensuring privacy and confidentiality, and maintaining integrity in reporting results. Ethical awareness is crucial for maintaining the trustworthiness and credibility of research outcomes.

**7. Collaboration:** Collaboration is increasingly important in research, particularly in interdisciplinary studies. A researcher with a collaborative attitude actively seeks

opportunities to work with others, share knowledge, and benefit from diverse perspectives. They value teamwork, effective communication, and cooperation to enhance the quality and impact of their research [11].

**8. Intellectual humility:** Intellectual humility involves recognizing the limitations of one's knowledge and expertise. A researcher with intellectual humility is open to learning from others, acknowledging their own biases, and being receptive to constructive criticism. This characteristic fosters a humble and growth-oriented mindset that promotes continuous learning and improvement [12].

**9. Flexibility:** Research often involves adapting to changing circumstances, unforeseen challenges, or unexpected findings. A flexible researcher is willing to adjust their plans, methodologies, or hypotheses when necessary. They embrace uncertainty and are open to modifying their approach based on emerging evidence or insights [10].

**10. Passion:** Finally, a genuine passion for the subject matter or research area is a vital characteristic of a research attitude. Passion fuels motivation, dedication, and enthusiasm for the research process. It helps researchers maintain focus and overcome obstacles, leading to more meaningful contributions and discoveries [13].

#### 4. Conclusions

From the foregone review it has been concluded that understanding the nature of attitudes is important in various fields, including psychology, sociology, marketing, and organizational behavior, as it helps explain and predict human behavior in different contexts.

In addition, the Characteristics of research attitude collectively contribute to a positive and effective research attitude, enabling researchers to pursue knowledge, generate insights, and contribute to the advancement of their respective fields.

Finally, a positive person with a can-do attitude and limited skills is a better candidate than someone who is highly skilled but doesn't seem to be motivated and transitioning from skill to attitude is a continuous process that requires ongoing effort and self-reflection. By consciously developing and nurturing positive attitudes, you can enhance your personal growth, improve your relationships, and increase your chances of success in various aspects of life.

#### 5. Recommendations

A set of recommendation is provided in order to improve everyone's skills and attitude:

There is the need to take the time to reflect on your current skills and attitudes. Consider what attitudes and mindsets would complement and enhance your existing skills. Identify areas where you may need to develop a more positive or growth-oriented attitude.

Determine the attitudes and qualities that are highly valued in your field or industry. These could include traits such as resilience, adaptability, open-mindedness, empathy, and a willingness to learn. Prioritize the attitudes that you believe will have the most significant impact on your success.

Establish clear goals related to developing and adopting new attitudes. Break down these goals into actionable steps and create a timeline for achieving them. This will help you stay focused and motivated throughout the process. Moreover, actively seek out opportunities to learn and grow. Attend workshops, seminars, or conferences that focus on personal development or mindset training. Engage in continuous learning by reading books, listening to podcasts, or taking online courses that promote a positive mindset and attitude.

surround yourself with individuals who embody the attitudes you aspire to develop. Seek out mentors who can provide guidance and support in cultivating a positive mindset. Engage in communities or groups where you can interact with like-minded individuals who are also focused on personal growth.

Develop self-awareness to understand your own attitudes and how they impact your behavior and interactions with others. Regularly evaluate your progress and make adjustments as needed. Be mindful of your thoughts, emotions, and reactions, and consciously choose to respond in a positive and constructive manner.

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