

Demographical Differences In Academic Optimism Among Secondary School Teachers Of Bhutan

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ABSTRACT; *The study on academic optimism was done with consideration to three dimension; teacher sense of self-efficacy, trust in students and parents, and academic emphasis in relation to different demographical differences such as gender, nature of services and qualification of the teachers of secondary school of Bhutan. The researcher used TAO-S set by Wayne K. Hoy et.al. (2010) consisting of 9 items. The sample consists of 308 teachers with equal numbers of male and female teachers working in two district of the country. Researcher used convenient sampling technique to collect the data for this quantitative research. To make the research worthy and relevant the t-test and ANOVA statistical techniques were used. The result shows the insignificant relationship and does support the null hypothesis statements. But in the data generated by the ANOVA and supported post-hoc test, it is found out that their does exist minute differences between B.Ed and PCCE in teacher trust to parents and students which may bring changes to academic optimism. As the overall academic optimism shows strong compliment towards all three demographical dimensions this minute differences is suffice with no differences in all. Thus the growth in academic optimism is at potential and as a result the teachers, students, parents and schools will be equally benefited. Further researcher recommend some of the areas not covered such as salary, types of incentive, age factors and many more that that may contribute a lot for the future study.*

Key words: *academic, optimism, gender, service, qualification, profession, dimension, Bhutan.*

1. INTRODUCTION

The meaning of word academic is prominent and similar in connotation to accomplishment. Teachers' sagacity on academic prominence is a range for the teachers to make discovery methods that will involve students in appropriate academic accomplishments or tasks. "Academic emphasis refers to teachers' beliefs about their inclinations toward academic success" (Alig-Mielcarek, 2006). Teacher's competence further discussed to favor academic events in the class above community responsibilities (Fisher et al., 2010). Positive teachers confirm that their students' get maximum benefit from the time they devote in school. Therefore, the Academic settings best describes the overall function of the school at both in the school and classroom performance (McGuigan & Hoy, 2006).

The study on academic optimism and professional commitment was done on 509 pre-service secondary school teachers in United State. The finding shows a significant relationship among the two variables; academic optimism and professional commitment. The

finding reveals that “one possible avenue to consider in training effective teachers involve helping teachers learn more about themselves and how their personalities and belief systems may contribute to their development” (Faiza et.al., 2012).

The study was conducted to study the relationship amid individual academic optimism of the teachers and school climate on 302 teachers at Kastamonu, Turkey. The results indicated that teacher sense on academic optimism was absolutely and significantly associated to proper understanding, directed, and cherished school climates and that closeness was the only substantial predictor of academic optimism for the building of the teacher academic relationship with school climate. (Kılınc, 2013).

Ensley (2014) investigated academic optimism and collective student trust of teachers in urban schools on 79 secondary school teachers & students in Norman, Oklahoma. Indication from a post hoc analysis of the data recommends that student trust declines as their level increases, yet the academic optimism-trust association still occurs in secondary schools. Schools with good establishment of culture optimism are likely to stand-in student trust; and student trust can sustain the learning and lead to expansion in low income, urban situations.

King (2016) found that imploring to adoptive organizational advancement in ways that inspire collective efficacy; stimulate trust among faculty, students, and parents and conduit our engagements toward academic achievement. Like the employee of vocational organization whose behaviors are meant to produce benefits in customer amenity, instructional exercise, and student performance must be renowned to encourage duplication.

Abay and Raju (2018) found the significant positive relationship amongst the classroom managing confidence of teachers and academic optimism. The components of academic optimism like “self-efficacy, trust, academic emphasis” were also seemed to have significant relationship with classroom management confidence. About half of the educators were found to be in unfavorable involvement in sense of academic optimism.

2. OBJECTIVES

1. To discover the type of academic optimism perceived by secondary school teachers.
2. To investigate the differences in teachers academic optimism with respect to the gender, service nature and qualification.

3. HYPOTHESIS

1. There exists no significant difference in academic optimism of male and female secondary school teachers.
2. There exists no significant difference among academic optimism of regular and contract teachers.
3. There exists no significant difference among academic optimism of teachers with respect to type of qualification

4. METHODS

Researcher used different types of statistic methods to test the hypothesis and theoretical model of the research such as t-test and ANOVA. Researcher used 308 teachers as the sample for the study taken from various secondary schools of Bhutan. Convenient sampling techniques was use in order to collect data for the study with equal number of male and female teachers. The study conducted which has academic optimism as a major variables contrasting with three different demographic categories among secondary school teachers of Bhutan. Academic optimism scale was used measuring three types of dimensions- teacher sense of self-efficacy, trust in students and parents, and academic optimism. To measure the academic optimism the researcher scale that was developed by Wayne K. Hoy et.al. (2010) consisting of 9 items of (TAO).

Analysis

1. Result pertaining to academic optimism with differences in gender.

This section deals with the difference in the academic optimism comparison made between male and female teachers who are teaching in the secondary school of Bhutan. In order to find out the differences in academic optimism on the basis of gender differences the data was subjected to statistical analysis and the result obtained in output window were organized in the table 1.1 showing the various statistical data of secondary school teachers in the level of academic optimism.

Table 1.1: Gender wise differences in Academic Optimism

Dimension	Gender	N	Means	S.D	Df	t- value	P value	Remarks
Teacher sense of Self Efficacy	Female	154	21.84	3.61	306	0.031	0.976	Insignificant
	Male	154	21.85	3.84				
Trust in Student and Parents Items	Female	154	11.59	1.88	306	-0.976	0.820	Insignificant
	Male	154	11.60	1.61				
Academic Emphasis Items	Female	154	13.14	1.54	306	0.188	0.851	Insignificant
	Male	154	13.11	1.48				
Academic Optimism	Female	154	46.54	5.40	306	-0.041	0.967	Insignificant
	Male	154	46.57	5.59				

$P < 0.05 \neq H_0$ $P \geq 0.05 = H_0$

The table 1.1 shows the differences in mean score of gender in relation to different dimension of academic optimism. The focus was made on overall academic optimism which shows the male score (mean = 46.57, SD = 5.59) in comparison to female teachers (mean = 46.54, SD = 5.40). The test of equality on the mean shows no significant differences in academic optimism between male and female teachers ($p = 0.97$, t value = 0.04). Thus the hypothesis of there exist no differences in academic optimism with respect to gender is not rejected (p value $0.97 > 0.05$). The hypothesis is accepted considering that there is no significant differences in academic optimism between male and female teachers. According to Faiza M. Jamil, Jason T. Downer and Robert C. Pianta (2012) there is differences between male and female teachers in bringing the academic achievement as female teachers tend to care more of the profession than the male teachers. It is contradictory to the finding of this research which shows no differences in between male and female when comes to academic optimism.

2. Differences in academic optimism with respect to nature of services.

This section deals with the difference in the Academic Optimism based on nature of services i.e. regular and contract teachers of Bhutan who are serving in different length in secondary school. To find out the differences between natures of service of the teachers with respect to academic optimism, the data was subjected to statistical analysis and the result generated in output window were organized in the table 2.1 showing the various statistical data of nature of service with the different dimensions of academic optimism.

Table 2.1: Academic Optimism and nature of service.

Dimension	Nature of service	N	Means	S.D	Df	t- value	P value	Remarks
Teacher sense of Self Efficacy	Regular	270	21.82	3.80	306	0.43	0.59	Insignificant
	Contract	38	22.08	3.11				
Trust in Student and Parents Items	Regular	270	11.53	1.80	306	1.48	0.14	Insignificant
	Contract	38	11.98	1.30				
Academic Emphasis Items	Regular	270	13.11	1.53	306	0.59	0.55	Insignificant
	Contract	38	13.26	1.43				
Academic Optimism	Regular	270	46.04	5.62	306	0.91	0.36	Insignificant
	Contract	38	47.32	4.045				

$P < 0.05 \neq H_0$ $P \geq 0.05 = H_0$

The table 2.1 depicts the mean score differences in nature of service of teacher in relation to overall academic optimism. Teachers on contract shows slightly higher mean in academic optimism with the score (mean = 47.32, SD = 4.05) in comparison to regular teacher (mean = 46.04, SD = 5.62). The test for equality on the mean shows insignificant differences in academic optimism on the basis on nature of the services of the secondary school teachers ($p = 0.36$, t value = 0.91). Thus the hypothesis there exist no differences in academic optimism in respect to nature of services is not rejected (p value $0.36 > 0.05$). The null hypothesis accepted supporting the statement there is no differences in teacher's academic optimism with respect to nature of services.

3. Academic optimism in respect to teacher's qualification using one-way ANOVA.

This section deals with the difference in the Academic Optimism with respect to qualification of in-service teacher working in secondary school of Bhutan. In order to find out the differences between teachers qualification types with academic optimism the data was subjected to statistical analysis using one-way ANOVA and the result obtained in output window were organized in the table 3.1 showing the various statistical data.

Table 3.1: One-way ANOVA for academic optimism with teachers qualification.

Dimension	SOV	Sum of squares	Df	Mean Square	F-value	P-value
Teacher sense of Self Efficacy	Between group	20.260	3	10.087	0.726	0.537
	Within group	4222.87	304	13.891		
	Total	4253.13	307			
Trust in Student and parents	Between group	33.226	3	11.075	3.709	0.012 < 0.05
	Within group	907.71	304	2.986		
	Total	940.97	307			
Academic Emphasis	Between group	9.618	3	3.206	1.403	0.242
	Within group	694.44	304	2.284		
	Total	704.062	307			
Academic Optimism	Between group	149.907	3	49.968	1.670	0.174
	Within group	9098.041	304	29.928		
	Total	9247.948	307			

$P < 0.05 \neq H_0$ $P \geq 0.05 = H_0$

The table 3.1 reveals that the p-value for different qualification with reference to teacher trust in students and parents came out 0.01 which is compared with the table value at 0.05 ($0.01 < 0.05$). Hence it shows that the teachers with different qualification have differences with respect to teacher trust in student and parents. The null hypotheses of there exist no significant difference in teacher trust in students and parents with respect to trust in students and parents was rejected thus accepting the alternative hypothesis. Further to find out the statistical significance of individual difference between the mean of teacher trust in students and parents with respect to teacher's qualification, post hoc test was applied pair wise on all the four types of qualification. The result of the post hoc test have been summarized in table 3.2

The overall scores of academic optimism shows that the p-value of 0.17 upon comparison made with different qualification of the teachers. The p value ($0.17 > 0.05$) which shows that the teachers with different qualification don't differ significantly with respect to academic optimism. The null hypotheses of there exist no significant difference in teacher qualification with academic optimism with respect to teachers' qualification is accepted. The finding of (Borgogni, Caprara, Steca, & Barbaranelli, 2003; Stevens, 1990; Hox, 2002), support the above finding by suggesting that there is insignificant differences of qualification on academic optimism. It is very much true that the teacher's qualification doesn't make any differences in contributing to the academic achievement as long as teachers are under gone vigorous training during the course.

5. CONCLUSION

The study was prepared to compare academic optimism on three types of demographic dimensions; gender, nature of service and qualification types among teachers of Bhutan using different statistical tools such as t-test and ANOVA. In all the case the null hypothesis was accepted which found out to be the true predictor of academic optimism. While conducting ANOVA test the B.Ed and PGDE teacher shows the contrasting difference academic optimism.

The teachers of Bhutan show no differences in all the three dimensions of academic optimism in respect to gender, nature of service and qualification. These are the factors that directly have greater impact on achieving the common goal set up by the school. As a recommendation for the future researcher other dimension need to be explore further to get the relevant outcome. This research doesn't cover salary, types of incentives age factors and many more that contribute a lot to the achievement of academic optimism.

6. REFERENCES

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