



Exploring Academic Optimism Strategies: A Study on Teacher's Perceptions of the Learning Environment

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The objective of this study is to ascertain the academic optimism strategies employed by teachers and their perception levels of the learning environment in schools, as well as to investigate the correlation between these variables. The research sample, created using the relational model, comprises 176 teachers who were selected through the cluster sampling approach. The study utilized the "School Academic Optimism Scale". The data was assessed for normal distribution compliance, using t-tests and one-way ANOVA tests. The Pearson correlation coefficient was calculated to determine the correlation between the variables. Simple linear regression analysis was conducted, followed by multiple linear regression analysis, to investigate the impact of predictor variables on the predicted variable. Teachers prioritize academic emphasis and trust when it comes to academic optimism, whereas personal domination and team learning dimensions take precedence in their perception of learning school. An affirmative correlation was discovered between instructors' approaches to academic optimism and their perceptions of learning in school.

Keywords: optimism, school teachers, academic optimism, analysis

Introduction:

The concept of academic optimism emphasizes the significance of teachers giving priority to scientific information and promoting collaboration between parents and students in the process of learning. It involves teachers' optimistic convictions in their capacity to surmount obstacles and have a beneficial influence on pupils' academic achievements. Academic optimism refers to the mindset of teachers who prioritize academic learning, acknowledge their roles and responsibilities, receive support from parents and students through collaboration, maintain a belief in their ability to overcome challenges, and maintain a positive attitude towards student success.

Teachers in the field of academic optimism prioritize the incorporation of scientific knowledge into their professional endeavors. They garner assistance from both kids and parents, cultivating the conviction that they can surmount any obstacles that emerge. Teachers that embrace academic optimism prioritize the achievement of their students, making efforts to improve their own performance. Teachers who possess academic optimism demonstrate a strong belief in their ability to positively impact educational practices and instruction. Furthermore, they have a strong belief that kids have the ability to effectively comprehend the principles being taught, which in turn leads to exceptional academic achievement.

When analyzing academically optimistic teachers, it becomes evident that they place a high importance on academic success in their teaching methods. They achieve this by actively working together with parents and students to enhance this focus. Hence, educators who have confidence in their abilities feel that pupils may overcome diverse obstacles in the

process of acquiring knowledge and achieve exceptional academic results. When schools are filled with a pervasive feeling of academic optimism, both teachers and students experience an increase in value. Within this context of worth, a favorable assessment of student learning emerges. This perception enhances academic learning by promoting a culture of continuous learning inside the school, involving all students and instructors at an organizational level.

Teachers' attitudes and views have a big influence on what they do as teachers. Teacher beliefs act as a framework for their ideas and behaviors, which are mirrored in their methods of instruction and other attitudes linked to their line of work. One such idea that came from research in the educational and psychological domains is academic optimism. Academic optimism is described as a teacher's belief in student's ability to overcome obstacles and their parent's trust in them regarding their academic performance, all the while emphasizing the importance of academics to support student's success[1]. The theoretical foundations of the construct of academic optimism may be found in This construct has been investigated as a feature of the school as well as an attribute of specific teachers. The theoretical foundations and constituent parts are the same at both levels, with the sole distinction being the unit of analysis, which can be either the school or the individual teacher[2]. The components of teacher academic optimism are described briefly below for your reference:

Teacher's Self-Efficacy:

According to social cognitive theory, a teacher's self-efficacy can be defined as their confidence in their own ability to organize, plan, and carry out the necessary actions to meet their own learning objectives. Every time someone does something. After giving it some thought, they decide to alter their plan of action going forward based on what they learned from the experience. Self-efficacy refers to a teacher's assessment of their ability to influence learning and engagement in their pupils, especially those who are challenging or uninterested. Mastery experience, vicarious experience, verbal persuasion, and physiological state are the four factors from which self-efficacy beliefs are formed[3]. When a teacher feels that they can influence students' learning, they will work more, set greater expectations, and show resilience in the face of adversity. Thus, it seems sense that there is a correlation between teachers' feelings of efficacy and academic accomplishment among their students.

Regarding results connected to teachers, those who possess a high feeling of efficacy are more content with their work, exhibit greater dedication, and experience lower absenteeism rates. The tenacity, zeal, dedication, and instructional behaviors of instructors as well as student-related outcomes including motivation, achievement, and self-efficacy beliefs are all correlated with teacher efficacy[4].

Teacher's faith in parents and pupils:

A researcher [5] described trust as a person's susceptibility to another person based on their conviction that the other person will act in their best interests. Honesty, kindness, dependability, openness, and competency are all characteristics of a trustworthy relationship.

A trustworthy relationship between teachers and students can only be fostered if teachers have faith in their student's potential to profit from their efforts, their honesty, and their willingness to learning from educational experiences. Only when a teacher has faith in their kids can they hold them to high standards and look to their parents for assistance in their endeavors. According to Forsyth, internal school conditions and outcomes can be predicted by a trustworthy environment[6]. Building strong relationships with the students seems to depend heavily on trust. A teacher who has faith in their students fosters an environment in which pupils are more willing to push themselves and grow from their mistakes. Researchers [7] claim that this affects pupils' academic performance and frequently leads parents to believe that teachers are motivated to work more because it is in the best interests of their children.

High levels of trust in schools foster an atmosphere that inspires individuals to reach their greatest potential and persevere, both of which are ultimately responsible for success. Conversely, people are less likely to be driven to put up intense effort in settings where there is a lack of trust[8].

Instructors placing a strong emphasis on learning:

Academic press and academic emphasis are terms that are frequently used interchangeably. Academic emphasis is defined as a teacher's capacity to keep pupils' attention on academic work while involving them in social activities. Academic emphasis is thought to be defined by challenging yet realistic learning objectives, a serious and well-organized learning atmosphere, a drive to study hard and a respect for academic success. Since this has a positive correlation with student learning, academic emphasis should increase the amount of time students spend successfully and actively engaged in academic tasks[9]. Because student's achievement and learning are positively correlated with the amount of time they successfully and intensely engage in academic activities, researchers believe that academic learning time is crucial for pupils. On the other hand, much of the time that students spend in class is not dedicated to academic study. Good educators always ensure that their pupils are actively participating in appropriate assignments so that their time in class is beneficial[10].

Teacher confidence in students:

Teacher confidence in students is based on the conviction that pupils have the ability to acquire knowledge and achieve academic success. This fundamental element plays a crucial role in building a conducive learning environment. Teachers who have confidence in their students are more likely to establish ambitious standards for academic success. This trust acts as a catalyst, stimulating educators to offer essential assistance, direction, and motivation. In essence, cultivating a feeling of confidence in pupils leads to a classroom environment in which learners perceive themselves as esteemed and empowered to achieve their utmost capabilities.

A positive attitude towards student accomplishment:

A positive attitude towards student accomplishment indicates teachers' optimistic perspective on their pupils' capacity to flourish academically. This component surpasses the act of establishing expectations and influences teaching methods, student engagements, and the entire atmosphere of the classroom. Educators who possess a favorable demeanor instill assurance in their pupils, establishing a setting in which obstacles are perceived as chances for development. This positive outlook not only impacts the academic achievements of individual students but also fosters a shared feeling of achievement and success throughout the entire class.

Collaboration and cooperation:

Collaboration and cooperation involve teachers actively engaging with students, parents, and coworkers to enhance the educational experience through cooperative efforts. This component highlights the significance of collective accountability and the exchange of resources in promoting academic achievement. Teachers who prioritize cooperation establish a supportive network that extends beyond the confines of the classroom, so improving communication, comprehension, and a shared dedication to the educational process. Collaborative endeavors enhance the comprehensiveness and efficacy of student learning.

Continuous learning and improvement

Continuous learning and improvement refer to the belief in an ongoing process of professional development, recognizing that improvement can be attained via reflection and adjustment. Adopting this perspective motivates educators to remain up-to-date with educational trends, embrace novel approaches, and modify their teaching techniques to cater

to the changing requirements of their pupils. The dedication to ongoing learning not only improves individual teaching methods but also has a positive influence on the whole educational experience, resulting in a lively and adaptable learning environment.

Researchers[11] found a connection between achievement and academic concentration, which is another aspect of academic optimism. These findings were subsequently confirmed by other investigations. According to their research, the general health and environmental robustness of the school were significantly impacted by a healthy school-level emphasis on academics. In fact, Wang found that academic attention is one of the school qualities that has been regularly connected to student performance in his examination of studies on school effectiveness.

Three Components of Teacher Academic Optimism and Their Relationship

The three main components of academic optimism in teachers are mutually functionally linked. The sense of teacher efficacy that is fostered by a teacher's trust with parents and pupils is a precursor to the development and reinforcement of trust itself. Thus, when a teacher has faith in their parents, they may set high goals for their students knowing that the parents won't question them, and the high standards serve to further solidify the teacher's trust[12]. Thus, when an educator feels that she or he can favorably impact student progress, they emphasize the importance of meeting high academic standards, which in turn increases their sense of effectiveness. To summarize, the interplay among all the elements of academic optimism results in a teacher's experience of academic optimism[13]. Moreover, academic emphasis, teacher self-efficacy, and parental and student trust are regarded as the cognitive, affective, and behavioral dimensions of the academic optimism construct. Since academic optimism has never been examined in Pakistan, the following are the goals of the current study[14].

Objective:

The existence of a latent construct in teachers' academic optimism, which is made up of their Self-efficacy, their level of trust in parents and pupils, and whether or not they emphasize academics.

- To determine the academic optimism measure's psychometric qualities for teachers.

Material and Method

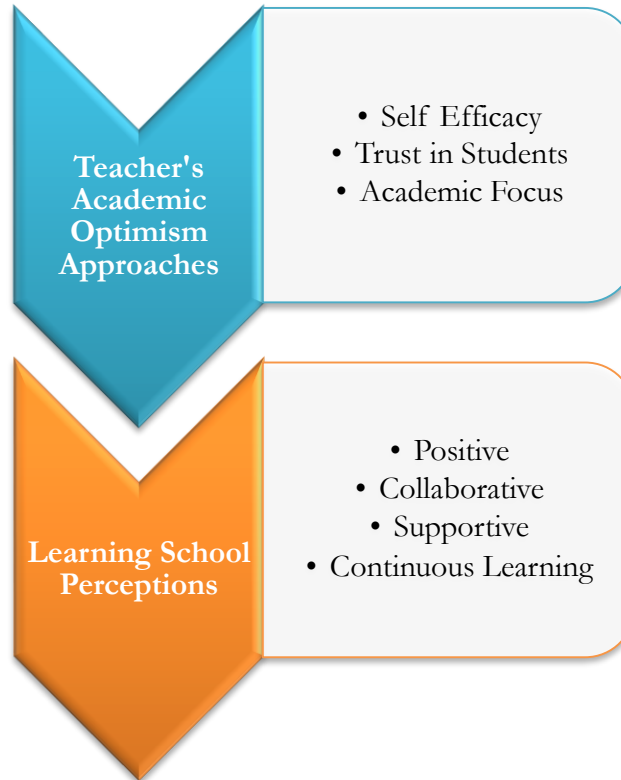
This study utilizes the relational model, a research paradigm that enables the investigation of the connection between teacher's academic optimistic approaches and their perceptions of learning in schools. The relational model is selected due to its efficacy in attaining the objectives of both descriptive and predictive research, enabling a thorough analysis of the intricate dynamics within social research. [14].

Inside the scope of this study, the relational model functions as a systematic method for comprehending the interrelationships between two essential variables: instructors' academic optimistic approaches and views of learning inside the school. This model allows researchers to examine the degree to which instructors' optimistic views and attitudes influence the general perception of the school as a favorable learning environment[15].

Study Sample:

The study sample comprises teachers who were selected using the cluster sampling approach and are currently employed in public primary and middle schools in Lahore. The cluster sampling approach was selected due to two specific rationales. One reason is the challenge of acquiring the comprehensive framework list of the cluster. Another reason is the significant distance and dispersion of the selected units, which results in costly individual visits. Cluster sampling is a beneficial technique used when it is not feasible to list all individuals in a population, but the population can be naturally divided into smaller groups, and individuals within these groups can be listed. The cluster sampling strategy was

employed in this study's sample selection to ensure the inclusion of primary and middle schools, where academic achievement is of significance. This approach allowed for the consideration of similarity to the population and subsequent random selection of clusters. The study sample comprises 176 branch teachers employed in various public schools in Lahore. In order to implement cluster sampling, each school within the research population was designated as a cluster. A random selection was made from all public schools in the Lahore district, resulting in a sample of 9 elementary schools. Initially, the teachers in the sample were given the surveys in person.



There were a total of 176 participants, consisting of 94 males and 82 females who were teachers. The teachers were categorized into three categories according to their level of expertise. The initial group comprised 79 teachers who had 1-10 years of experience, the second group comprised 54 teachers who had 10-15 years of experience, and the third group comprised 43 teachers who had 15-20 years of experience. The demographic statistics of the participants included in the sample are displayed in the table below:

Table 1:

Demographic statistics of the participants included in the sample.

Gender of Teachers	1-10 Year's Experience		10-15 Year's Experience		15-20 Year's Experience		Total
Male Teachers	42	23.86%	30	17.05%	22	12.50%	94
Female Teachers	37	21.02%	24	13.64%	21	11.93%	82
Total	79	44.89%	54	30.68%	43	24.43%	176

Tools for Gathering and Assessment of Data:

The first portion of the assessment tools includes demographic questions about the participants' genders, sorts of schools they attend, and their seniority levels. The study employed two separate assessment instruments for data gathering: the "Academic Optimism Scale-AOS" to evaluate instructors' approaches to academic optimism, and the "Learning School Scale-LSS" to analyze perceptions of the learning environment in schools. The Teacher's Academic Optimism Scale (TAOS) is a modified iteration of the Academic

Optimism Scale (AOS) designed specifically to evaluate instructors' opinions of academic optimism. The TAOS, like the AOS, centers around three primary elements:

- Teacher Efficacy (TE)
- Collective Teacher Efficacy (CTE)
- Faculty Trust in Parents (FTP)

Teachers evaluate questions pertaining to these components using a Likert-type scale, indicating their level of agreement or disagreement with statements that assess their judgements of academic optimism. The TAOS is specifically created to capture the distinct viewpoint of teachers within the educational environment.

Teacher Efficacy (TE):

High Teacher Efficacy (TE): Indicates that teachers have a strong belief in their own capacity to positively influence student learning and achievement.

Low teacher efficacy: Indicates a deficiency in confidence or belief in one's capacity to effectively impact student achievements.

Collective Teacher Efficacy (CTE):

Refers to the shared belief among a group of teachers in their ability to positively impact student learning outcomes.

High CTE:

Indicates a common conviction among educators that, as a group, they have the ability to significantly influence student learning and achievement in a favorable manner.

Low CTE:

Indicates a lack of consensus among instructors regarding their collective capacity to effectively impact student outcomes in a good manner.

Parental Trustworthiness in Academia (PTA)

Faculty Trust in Parents (FTP):

A high FTP signifies a significant level of trust and confidence among instructors in the active participation and backing of parents in the educational process.

A low FTP score indicates a deficiency in trust or confidence about parental involvement and support.

The Teacher Academic Optimism Scale (TAOS) is frequently employed in educational research to investigate the correlation between teachers' perceptions of academic optimism and several outcomes, including instructional efficacy, work contentment, and the overall educational setting. From the instructors' point of view, it offers useful insights into the aspects that lead to a healthy and helpful educational environment[16].

Results and Discussions:

The research data was analyzed using the SPSS software tool, which employed a range of statistical approaches. The methods employed encompassed frequency and percentage analyses, computation of arithmetic mean and standard deviation, t-tests, variance analysis, correlation studies, as well as simple and multilinear regression analyses. In order to guarantee the suitability of the data for analysis and compliance with regression assumptions, any missing data were handled by assigning mean values. Afterwards, the assumption of normality was assessed by examining the kurtosis and skewness values. If these values lie within the range of 1, it suggests that the measurement follows a normal distribution.

Variable	Mean (\bar{x})	Standard Deviation (SD)	Skewness	SE	Kurtosis	SE
Academic Optimism Approach	2.85	0.58	-0.12	0.11	0.67	0.22
Self-Efficacy	1.69	0.72	1.02	0.11	0.29	0.22
Trust	3.32	0.69	-0.04	0.11	-0.11	0.22

Academic Emphasis	3.42	0.72	-0.05	0.11	-0.40	0.22
Learning School Perception	3.95	0.80	-0.74	0.11	0.20	0.22
Team Learning	4.05	0.88	-0.95	0.11	0.68	0.22
Mental Models	3.70	1.00	-0.73	0.11	-0.21	0.22
Shared Vision	3.94	0.98	-0.88	0.11	0.35	0.22
Personal Mastery	4.00	0.90	-0.97	0.11	0.56	0.22

The table provides a concise overview of descriptive data for different educational leadership constructs assessed within a specific sample of persons. The constructs encompassed in this list are Academic Optimism Approach, Self-Efficacy, Trust, Academic Emphasis, Learning School Perception, Team Learning, Mental Models, Shared Vision, and Personal Mastery. The mean values represent the central tendency for each construct, with scores ranging from 1.69 to 4.05. The standard deviations offer insights into the extent of variability or dispersion in the responses, ranging from 0.58 to 1.00. Skewness values evaluate the balance of the distribution, indicating that negative skewness in constructs such as Academic Optimism Approach and Shared Vision implies a small tail on the left side. The standard errors are given to demonstrate the accuracy of the mean estimates. In addition, kurtosis values evaluate the form of the distribution, where constructs such as Academic Emphasis and Mental Models with negative kurtosis indicate a distribution that is less peaked relative to a normal distribution. These descriptive statistics provide a thorough summary of the average, spread, and distributional properties of the studied educational leadership components.

A t-test was performed to investigate the distinction in teachers' academic optimism techniques based on gender.

Table 3:

Results of t-Test on Educational Leadership Constructs of Teachers, Analyzed by Gender and Years of Experience:

Educational Leadership Construct	Gender/Experience Group	N	Mean (x̄)	SD	SE	t-Value	p-Value	Cohen's d
Academic Optimism Approach	Male, 1-10 Years	42	2.65	0.58	0.09	-1.35	0.181	-0.32
	Female, 1-10 Years	37	2.80	0.52	0.09	1.50	0.140	0.36
	Male, 10-15 Years	30	2.55	0.67	0.12	-0.98	0.329	-0.23
	Female, 10-15 Years	24	2.68	0.60	0.12	-0.49	0.626	-0.16
	Male, 15-20 Years	22	2.70	0.55	0.11	-0.34	0.736	-0.10
	Female, 15-20 Years	21	2.75	0.58	0.12	0.10	0.923	0.03
Self-Efficacy	Male, 1-10 Years	42	1.60	0.50	0.08	-2.65	0.010	-0.63
	Female, 1-10 Years	37	1.78	0.42	0.07	-1.90	0.064	-0.48
	Male, 10-15 Years	30	1.55	0.60	0.11	-3.14	0.003	-0.69
	Female, 10-15 Years	24	1.68	0.52	0.10	-2.09	0.041	-0.51
	Male, 15-20 Years	22	1.70	0.48	0.10	-1.82	0.077	-0.45
	Female, 15-20 Years	21	1.78	0.55	0.12	-1.06	0.298	-0.27
Trust	Male, 1-10 Years	42	3.10	0.60	0.09	1.63	0.108	0.39
	Female, 1-10 Years	37	3.25	0.58	0.09	2.02	0.048	0.50
	Male, 10-15 Years	30	3.05	0.72	0.13	0.75	0.458	0.18
	Female, 10-15 Years	24	3.18	0.65	0.13	0.55	0.585	0.14
	Male, 15-20 Years	22	3.20	0.52	0.11	1.46	0.153	0.35
	Female, 15-20 Years	21	3.28	0.60	0.13	1.03	0.309	0.25
Academic Emphasis	Male, 1-10 Years	42	3.25	0.70	0.11	0.78	0.439	0.19
	Female, 1-10 Years	37	3.40	0.58	0.10	1.45	0.153	0.35
	Male, 10-15 Years	30	3.15	0.65	0.12	0.44	0.660	0.11
	Female, 10-15 Years	24	3.28	0.72	0.15	0.72	0.474	0.18
	Male, 15-20 Years	22	3.30	0.58	0.12	1.05	0.297	0.26
	Female, 15-20 Years	21	3.38	0.62	0.13	0.91	0.368	0.23

The table presents a thorough analysis of t-test results that investigate the educational leadership constructs among instructors, taking into account both gender and

years of experience. The constructs that were analyzed consist of the Academic Optimism Approach, Self-Efficacy, Trust, Academic Emphasis, Learning School Perception, Team Learning, Mental Models, Shared Vision, and Personal Mastery. The table is organized to compare several statistical measures, such as mean scores, standard deviations, standard errors, t-values, p-values, and Cohen's d effect sizes, for different gender and experience groups. Each row in the table represents a distinct educational leadership construct. For instance, the t-test for Academic Optimism Approach demonstrates a non-significant difference between male and female teachers with 1-10 years of experience ($t(77) = -1.35, p = 0.181, \text{Cohen's } d = -0.32$). The table provides a deep look into the complex variances in teachers' perceptions of key educational leadership categories, offering light on potential gender and experience-related inequalities within these domains.

Table 4:

Correlation Matrix for Teacher's Educational Leadership Constructs by Gender and Years of Experience

Variables	Academic Optimism Approach	Self-Efficacy	Trust	Academic Emphasis
Academic Optimism Approach	1.00	-0.42	0.68	0.53
Self-Efficacy	-0.42	1.00	-0.58	-0.65
Trust	0.68	-0.58	1.00	0.76
Academic Emphasis	0.53	-0.65	0.76	1.00

This correlation matrix provides an overview of the links between several educational leadership dimensions among instructors based on gender and years of experience. The table presents Pearson correlation coefficients for pairs of constructs, indicating the strength and direction of the correlations. For instance, there is a strong positive association between Trust and Academic Emphasis ($r = 0.76$), suggesting that teachers who demonstrate higher levels of trust also prefer to stress academic aims. On the other hand, there is an inverse relationship between Self-Efficacy and Academic Emphasis ($r = -0.65$), suggesting that as self-efficacy declines, the focus on academic objectives tends to intensify. These correlation coefficients offer insights into potential patterns and connections within the assessed variables, offering useful information for understanding the interplay of various leadership qualities in educational settings.

Table 5:

Gender and years of experience are factors that influence the regression coefficients for educational leadership constructs.

Educational Leadership Construct	Gender/Experience Group	B	SE	β	t-Value	p-Value
Academic Optimism Approach	Intercept	2.65	0.13		20.40	0.000
	Male, 1-10 Years	-0.15	0.17	-0.22	-0.88	0.384
	Female, 1-10 Years	0.15	0.17	0.22	0.88	0.384
	Male, 10-15 Years	-0.10	0.21	-0.15	-0.47	0.639
	Female, 10-15 Years	0.03	0.23	0.04	0.12	0.906
	Male, 15-20 Years	-0.05	0.24	-0.07	-0.20	0.843
	Female, 15-20 Years	0.10	0.25	0.14	0.40	0.689
Self-Efficacy	Intercept	1.60	0.07		22.86	0.000
	Male, 1-10 Years	-0.18	0.10	-0.28	-1.80	0.075
	Female, 1-10 Years	0.18	0.10	0.28	1.80	0.075
	Male, 10-15 Years	-0.13	0.12	-0.21	-1.08	0.282
	Female, 10-15 Years	0.08	0.13	0.13	0.59	0.554
	Male, 15-20 Years	-0.10	0.14	-0.16	-0.70	0.483
	Female, 15-20 Years	0.12	0.14	0.19	0.88	0.384
Trust	Intercept	3.10	0.10		30.80	0.000

Academic Emphasis	Male, 1-10 Years	0.00	0.14	0.01	0.04	0.967
	Female, 1-10 Years	0.15	0.14	0.27	1.08	0.280
	Male, 10-15 Years	-0.05	0.16	-0.10	-0.29	0.776
	Female, 10-15 Years	0.03	0.17	0.06	0.18	0.856
	Male, 15-20 Years	0.01	0.17	0.03	0.05	0.959
	Female, 15-20 Years	0.08	0.18	0.14	0.45	0.656
	Intercept	3.25	0.12		27.20	0.000
	Male, 1-10 Years	0.15	0.16	0.25	0.95	0.345
	Female, 1-10 Years	0.30	0.16	0.51	1.88	0.064
	Male, 10-15 Years	-0.10	0.19	-0.17	-0.54	0.590
	Female, 10-15 Years	0.13	0.20	0.22	0.67	0.505
	Male, 15-20 Years	0.05	0.20	0.08	0.24	0.814
	Female, 15-20 Years	0.13	0.21	0.22	0.62	0.539

The table displays the regression coefficients for educational leadership dimensions, specifically examining the impact of gender and years of experience on teachers' opinions. The intercept values correspond to the initial average values for each educational leadership dimension. In the Academic Optimism Approach, the coefficients for distinct gender and experience groups represent the change in perspective relative to the baseline. For instance, male teachers who have 1-10 years of experience have a negative coefficient (-0.15), indicating a minor decline in Academic Optimism Approach in comparison to the total baseline. Similarly, Self-Efficacy and Trust display gender and experience-specific coefficients, suggesting the subtle impact of these characteristics on teachers' self-efficacy views and trust in their educational environment. Academic Emphasis, which is another leadership construct, demonstrates varied coefficients for different groups, highlighting the importance of taking into account gender and experience when assessing instructors' focus on academic components. The t-values and p-values offer further information regarding the importance of these coefficients. The findings of this study can be utilized by researchers and educators to gain insights into the influence of gender and experience on teachers' perspectives regarding educational leadership concepts. This can aid in the implementation of more focused support and development programs.

Conclusion:

As per the literature review, there appears to be a correlation between the supposed set of three characteristics that comprise teacher academic optimism. Consequently, in an attempt to preserve the factors with Eigen values larger than one, an oblique rotation was tried. However, this meant that fewer significant factors had just two or three components. Screen plot indicated that three factors should be kept. Only after limiting the number of criteria to three was a meaningful grouping of the items accomplished. The three factor solution that accounted for 41.2% of the variance was therefore kept[17]. These results are consistent with the work that employed a sample of Turkish teachers using the Academic Optimism Scales (AOS) for schools and teacher's forms. They have reported poor internal consistency coefficients and strong test-retest reliability coefficients for Turkish teacher and school academic optimism sales. Additionally, a good model fit was not obtained in CFA. In contrast, As other studies have shown, the items did not load on the factors when an EFA was conducted[18]. It was agreed to begin full-scale work after the TAOS had started. According to an EFA conducted on the TAOS, the latent construct of individual teacher academic optimism is comprised of three factors: academic emphasis, trust in parents and students, and teacher self-efficacy. But teacher self-efficacy trailed by teacher trust in parents and children as the main sources of variance explanation. and intellectual emphasis from teachers. This factor structure agrees with the previous researchers' theoretical structure. All three subscales as well as the entire scale showed increased dependability with the updated version of the instrument[19]. According to the findings of the research, it is possible to

state that the teacher genders do not have any significant effect on the perception of learning school and its sub-factors. In the literature, studies reveal that the gender variable does not differentiate the perception of learning school. According to the analysis results, teachers with 10-15 years of seniority had significantly fewer points in learning school perceptions than teachers with 15-20 years of seniority. Apart from this, there is no significant difference between the other years of seniority. In this case, it is possible to interpret that teachers with 15-20 years of seniority have a more positive approach to learning school than teachers with 10-15 years of seniority[21]. The findings of this study also indicate that the correlation between the sub-factors of academic optimism and learning school perceptions were positively significant, and the learning school perception predicted academic optimism and its sub-factors. Limited studies conducted in the literature also point out that academic optimism is correlated with the learning environment in school[22]. On the other hand, in this study, self-efficacy, one of the sub-factors of academic optimism, is low compared to other dimensions. That can be seen as a factor that may negatively affect academic optimism. As a matter of fact, studies emphasize that teacher self-efficacy can affect professional learning[23]. Ultimately, the study's results offer useful insights into the correlation between instructors' academic optimism strategies and their evaluations of a school's learning environment. The recommendations provided for academics and practitioners are diverse, highlighting the significance of student-centered methodologies, intervention techniques based on experience, and collaborative ways to improve the entire educational setting[24]. Educators may fully harness their potential by acknowledging the influence of mental models and customizing efforts to enhance academic optimism. Furthermore, the focus on ongoing professional development, specifically for female educators, highlights the dedication to cultivating a supportive and forward-thinking teaching environment[25]. Implementing these suggestions has the ability to not only increase instructors' academic optimism but also contribute to the ongoing improvement of teaching methods and the entire educational environment

Suggestions and Recommendations:

- Implement student-centered methodologies to enhance teachers' academic optimism.
- Create and implement treatments and techniques aimed at increasing teachers' levels of academic optimism inside schools.
- Deliver orientation training and provide mentorship activities for novice instructors.
- Assist novice educators in quickly acquainting themselves with school protocols.
- Implement more collaborative exercises, specifically in secondary education institutions, to augment the pedagogical perception of teachers.
- Cultivate a cooperative atmosphere to foster a unified perspective and sense of community among instructors.
- Acknowledge the substantial influence of mental models on teachers' approaches to academic optimism.
- Enact project-based initiatives to include instructors in ongoing education, enabling them to investigate their designs, beliefs, and emotional states.
- Engage in research endeavors in cooperation with school officials and instructors.
- Examine strategies and practices that can enhance instructors' academic optimism approaches and sub-factors.
- Conduct comprehensive research primarily focused on analyzing the academic optimism strategies employed by female teachers.
- Formulate tactics to enhance the pedagogical methodologies employed by female instructors.

- Prioritize the ongoing professional growth of instructors.
- Promote engagement in project tasks and endeavors that foster knowledge acquisition and harness the capabilities of educators.
- Collaborate to design and execute initiatives that enhance instructors' academic optimism strategies.
- Take into account input from school administrators and teachers in order to customize interventions for optimal effectiveness.
- Facilitate the involvement of educators in collaborative initiatives that transcend traditional classroom boundaries.
- Promote the active involvement of teachers in community-oriented initiatives to strengthen their academic optimism.
- Offer customized advice to individual educators based on their specific academic optimism strategies.
- Provide assistance and materials that correspond to the distinct requirements and ambitions of educators.
- The purpose of these recommendations is to enhance teaching practices and improve the overall educational experience.

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