



ORIGINAL CONTRIBUTION

Effect of Teachers' Organizational Skills on Their Academic Optimism

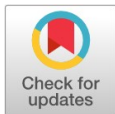
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Abstract— The study was conducted to determine the effect of three organizational skills (lesson planning, communication, and time management) of teachers on their academic optimism, which is defined as “integration of teacher self-efficacy, academic press, and trust in parents and students.” Population of the study was elementary school teachers ESTs of public schools of district Rawalpindi Pakistan. Sample size was 150, and convenient sampling technique was used to gather data from Elementary school teachers. The nature of this research was descriptive and quantitative and based on quantitative research to find the effect of organizational skills of teachers on their academic optimism. Design of this quantitative research is predictive correlation. Dependent and independent variables were measured through a questionnaire. Research tool was questionnaire. Teachers' organizational skills were measured through a self-developed questionnaire, while Teacher Academic Optimism Scale Elementary (TAOS-E) by Hoy (2001) was used to measure level of optimism. Data was collected through survey and then analyzed using SPSS software to see the quantified result among variables. This study revealed moderate correlation between organizational skills and academic optimism. The regression analysis revealed that there are 32 percent changes. It is suggested that there should be proper in service and pre-service teacher training programs for polishing the organizational skills of teacher, which definitely will improve teaching-learning process. Universities should conduct more research on the factors of academic optimism of teachers. Ways should be identified for improvement of academic optimism levels.

Index Terms— Organizational skills, Academic optimism, Learning, predictive correlation, Self-Efficacy, Academic emphasis, Communication skills, Time management, Lesson planning

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Introduction

What can teachers and institutions do to ensure that all students succeed? This is unquestionably a foundation for teacher educators, families, communities, policymakers, and anybody else who is concerned about our kids and the future. The query is not brand-new, and several solutions have been put forward. What could we possibly offer to the discussion? This brief discussion's goal is to explain the idea of academic optimism; it also offers insight into how academic optimism and its contributing variables focus academics, teacher self-esteem, and instructors, students, and parents by examining the personalities of particular teachers and schools (Goddard, Hoy, & Woolfolk Hoy, 2000; Waheed, & Jam, 2010).

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Significance of the study

The study of the research reflects teachers' organizational skills on their academic optimism. This study brought up the ground facts and figures related to importance of teachers organizational skills on self-efficacy, trust in students and parents, and academic emphasis. The researcher further quantified the relation among included variables in numbers, percentages, etc. This study serves as guideline for school management to train their staff to improve their organizational skills like time management, communication, and lesson planning. Curriculum of training programs should revise by focusing on academic optimism and developing organizational skills in prospective teachers.

Research gap

Literature study suggested many researches on effect of academic optimism of teachers on students learning, performances, students development, etc. have done. Likewise, study of impact of organizational skills of teachers on students' development, performances, academic results, students learning etc., has also done. Literature review suggested that teachers' academic optimism and organizational skills greatly impact students' academic performances. Still, no such particular research has been taken in which we can see effect of teachers' organizational skills on their academic optimism. Therefore, this study aims to find the organizational skills that contribute to teachers' academic optimism. The complex relationships among these variables particularly are currently less explored. This study is expected to fill the mentioned gap.

Research objectives

1. To sort out the organizational skills (communication skills, lesson planning, time management) of elementary school teachers.
2. To find the level of Academic optimism of the ESTs.
3. To find the relationship among academic optimism and teachers' organizational skills.
4. To find out effect of organizational skills (communication skills, lesson planning, time management) of elementary school teachers on their academic optimism.

Research questions

1. What are the organizational skills (communication skills, lesson planning, and time management) of ESTs?
2. What is the level of academic optimism of ESTs?
3. What is the relationship among academic optimism and teachers' organizational skills?
4. To what extent academic optimism of the elementary school teachers depends on their organizational skills?

Related Literature

The Latin term optimal, which means "best," is where the word optimism first appeared. To be optimistic is to anticipate the best result from any given scenario. Hoy, Tarter, and Woolfolk Hoy found the novel variable of academic optimism in 2006. Academic optimism in teachers is characterized by their self-efficacy, belief in their ability to serve pupils, and faith in parents and students.

On the other side, Beard and Hoy (2010) define a teacher's academic optimism as a collection of beliefs about their capacity to teach well despite challenges, confidence in students' learning, and the significance of academic achievement. Thus, there are three components to teachers' academic optimism.

1. Academic emphasis
2. Self-efficacy
3. Trust in parents and students

Academic emphasis is the degree to which academic achievement is prioritized at the school. High academic focus teachers always make sure that their pupils are actively engaged in relevant learning activities to the degree that their school time is fruitful (Waheed,& Leisyte, 2020; Woolfolk-Hoy, 2010). According to research, academic concentration is the first element of a larger theoretical framework of academic optimism that is positively correlated with student accomplishment. Research has shown that academic press is useless if professors don't have an actual interest in their pupils' lives, which is vital to notice. Teachers are required to "establish demanding and objective expectations for student success. "In addition, teachers' instructional practices promote student understanding.

Teacher self-efficacy can be understood as a teacher's individual belief in their ability to plan, organize, and carry out the necessary actions to achieve desired educational goals. (Social cognitive theory of Bandura, 1997, 2006). Self-efficacy is the teacher's ability to influence even unmotivated or difficult students in learning and achievement (Woolfolk Hoy et al., 2008). Teachers' sense of efficacy has been

found to be related to student academic achievement (Ashton & Webb, 1986; Ross, 1992; Woolfolk Hoy, Davis, & Pape, 2006). The stronger the perception of self-efficacy, the higher goals people set. Research has shown that self-efficacy is key in explaining student achievement (Goddard, Hoy, & Woolfolk Hoy, 2004; Hoy, Sweetland, & Smith, 2002). Hoy and Spero (2005) found that self-efficacy increases during teacher preparation. Thus, teacher self-efficacy drives teacher behavior, influencing student achievement (Kirby & DiPaola, 2011).

Within the framework of academic optimism, trust is a crucial factor that affects student accomplishment (Beard et al., 2010). A teacher may set high standards for kids and ask for parental support if they only have faith in their students (Tschannen-Moran, 2004). Students are anticipated to open up and become more eager to study if the teacher has faith in them and their parents (Woolfolk Hoy, 2008). The level of trust and collaboration among students, instructors, and parents has an impact on kids' regular attendance and long-term learning. Trust favors a teacher's efficacy, which leads to positive outcomes (Goddard, Tschannen-Moran, & Hoy, 2001). Without respect and trust, parent-teacher-student partnership is not possible.

The ability to focus on a variety of activities while making efficient and effective use of your time, energy, strength and other resources can help you become more organized. Organizational abilities of the instructor directly benefit students' growth.

We shall concentrate on three key organizing abilities of instructors in this literature:

- 1) Communication skills
- 2) Time management
- 3) Lesson planning

Communication skills may be described as exchanging messages with mutual understanding among situations where communication occurs (Saunders & Mills, 1999). Effective communication skills are crucial for instructors to give courses, run the classroom, and engage with students in the classroom. A teacher must impart knowledge to pupils who think in diverse ways. The instructor has to build the kind of communication skills that inspire the students to grow them in order to educate in line with the student's talents and capacities (Bee, 2012).

Time management entails scheduling your time effectively to balance your career and personal obligations. Time management skills are a set of abilities that allow teachers to deliver lectures in a limited time for maximum utilization of resources for students' achievement. Managing one's time well is a skill that matters a lot.

Lesson plan is an instructor's plan that shows what students need to learn and how it will be delivered effectively during the lesson. According to Murcia (2014), lesson planning is a process in which teachers take everything they know about students to create a road map for a particular class period. Competent teaching starts with effective lesson planning. Knowing the students and their past knowledge, understanding how to go through the curriculum, and identifying the best tools and activities to aid the students are all necessary when developing a series of lesson plans.

Conceptual Framework

On Seligman's (1998) idea that optimism promotes success and can be learnt and cultivated, academic optimism supports and expands. As a result, Hoy identified three interconnected components (a) a focus on academics, (b) group efficacy, and (c) teacher trust. Hoy stated that these components, when combined, promote learning, increase student accomplishment, and shape norms and behavioral expectations at school (Hoy, Tarter, & Kottcamp, 1991; Lee & Bryk, 1989). The elements are regarded as a "triadic set of interactions," with one supporting the other, according to Beard, Hoy, and Hoy (2010). These three elements are linked to one another (Hoy, Sweetland, & Smith, 2002; Goddard, Hoy, & Woolfolk Hoy, 2004). According to Hoy and Spero (2005), self-efficacy rises during the teacher training process.

Research has shown that academic press is useless if professors don't have an actual interest in their pupils' lives, which is vital to notice. Thus, the theoretical underpinning of academic optimism shows that teacher actions and practices impact students' academic optimism. A teacher's ability to arrange their work and utilize their energy, power, and mental capacity for their pupils' progress is referred to as organizational skills. Academic optimism is necessary for maximum learning. Therefore, teachers should be high in academic optimism. Most teachers have high academic optimism, while some have low academic optimism. Teachers vary in their academic optimism, which is necessary for learning. Whereas organizational skills (communication, lesson planning, time management etc.) have great impact on learning. Thus, literature review suggested both academic optimism and organizational skills of teachers have great impact on students learning. So, the goal of this research study is to identify the organizing skills that are important in academic optimism.

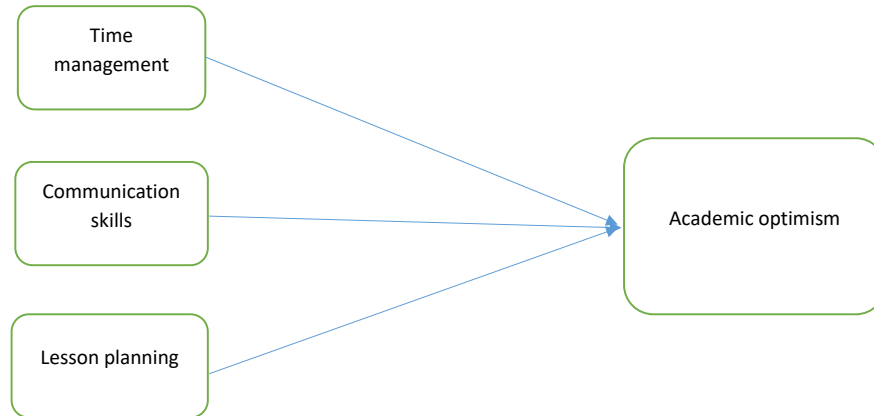


Fig. 1. Conceptual framework

Research Methodology and Design

Correlational projective design was used in this research because effects of the independent variables (lesson planning, time management, and communication skills) on the dependent variable the, academic optimism, were determined. Variables were measured with the help of questionnaires. Pearson correlation was identified between teachers' academic optimism and electuary teachers' organizational skills. Correlation cannot establish cause and effect relations. It only tells that the two co-related variables are co-varying with each other. Linear regression was used to find IVs' cause and effect relation on DV. Hence appropriate research design for this study is correlation predictive.

Population

Elementary school teachers of district Rawalpindi Pakistan were taken as population of the study.

Sample and sampling technique

Sample size was 150 and convenient sampling technique was used.

Delimitations

This study is limited to elementary school teachers of public schools of District Rawalpindi.

Instrumentation

In this research, two instruments were used for data collection. Instrument I was developed by Hoy (2001), and instrument II was developed by the researcher himself.

Instrument I: To measure individual teacher academic optimism Hoy (2001) developed a tool (TAOS-E). According to him, three parameters of teachers measure their academic optimism.

1. Self-efficacy
2. Trust in students and parents
3. Academic press

Instrument II: This instrument was to measure elementary teachers' organizational skills. Three organizational skills, lesson planning, communication, and time management, were taken. The researcher developed the questionnaire based on the characteristics of organizational skills. After extensive literature review on lesson planning, communication, and time management, items for each variable were constructed.

Data collection

The data were gathered through an online Google survey. The questionnaire was distributed among the targeted population. The survey link was shared via Email, Facebook, and WhatsApp with the targeted population. The responses were received from the audience. Then

their responses were downloaded on an excel sheet. In the questionnaire, the researcher mentioned the aim of the study and guaranteed the participant about the information that will be kept confidential.

Data Analysis

Descriptive and inferential statistics were used for the analysis of data. Data was collected through Google survey Form. Data was downloaded as an excel sheet. Data were then imported to SPSS and analyzed. The following research questions were answered by analyzing data with different statistical tools, according to the nature of the research question as described below.

Research question one

What are the organizational skills (communication skills, lesson planning, and time management) of elementary school teachers? It was answered using descriptive statistics mean, frequency, and standard deviation.

Table I
Descriptive statistics of organizational skills

	N	Minimum	Maximum	Mean	Std. Deviation
Time Management	149	2	5	3.50	.497
Lesson Planning	146	2	5	4.02	.609
Communication	147	2	5	4.12	.547
Valid N (listwise)	143				

Table I revealed descriptive statistics of teachers' organizational skills. The mean and standard deviation of time management were 3.50 and 0.497, respectively. While mean and standard deviation of lesson planning was 4.02 and 0.609 respectively. Similarly, communication mean is 4.12, and its standard deviation is 0.547, respectively.

Research question two

What is the level of academic optimism of elementary school teachers?

This research question was also answered using descriptive statistics.

To answer this research question, a new variable was, academic optimism Level, was computed. Levels Low, Medium and High were set on the basis of percentile interpretation of results of the survey by Hoy (2001). Those teachers whose academic optimism values were less than 350 were taken as Low, and those who were above 650 were declared high, and the rest were at medium level.

Table II
Academic optimism levels of the elementary school teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	15	9.6	10.3	10.3
	Medium	86	54.8	58.9	69.2
	High	45	28.7	30.8	100.0
	Total	146	93.0	100.0	
Missing	System	11	7.0		
Total		157	100.0		

Table II reported that the academic optimism of the fifteen elementary school teachers was low, While 86, 58.9% and 45, and 30.8% medium and high, respectively.

Research question three

What is the relationship between academic optimism and teachers' organizational skills? This research question was measured using Pearson co relation.

Table III
Pearson correlation between academic optimism and the independent variable

		Time Management	Lesson Planning	Communication
Academic Optimism	r	.376**	.492**	.507**
	p	.000	.000	.000
	N	147	144	144

Table III revealed that academic optimism of teachers was correlated with all the three organizational skills of teachers. There was slightly weak correlation between academic optimism and time management ($r = 0.376, p < 0.01$). While, academic optimism was moderately correlated with lesson planning and communication ($r = 0.492, p < 0.01$ and $r = 0.507, p < 0.01$).

Research Question four

To what extent academic optimism of the elementary school teachers depends on their organizational skills?

This research question was answered using regression. A model was determined, revealing predictors and percentage change due to the independent variables.

In table IV summary of the model is reported. It revealed that the three predictors caused that 32.4% change in the dependent variable academic optimism: communication, time management, and lesson planning. The p -value is less than .001 so the model is significant; see table V. the p values in table VI shows that all the coefficients (.035, .005, .008) and constant ($p = .000$) are significant.

Table IV
Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.581 ^a	.338	.324	62.271

Source: a. Predictors: (Constant), Communication, Time Management, Lesson Planning

Table V
ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig	
1	Regression	273237.418	3	91079.139	23.488	.000 ^b
	Residual	535115.483	138	3877.648		
	Total	808352.902	141			

a. Dependent Variable: Academic Optimism

b. Predictors: (Constant), Communication, Time Management, Lesson Planning

Table VI
Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	P
1	(Constant)	229.771	45.977		4.998	.000
	Time Management	25.255	11.853	.166	2.131	.035
	Lesson Planning	34.202	11.886	.276	2.878	.005
	Communication	35.276	13.192	.255	2.674	.008

a. Dependent Variable: Academic Optimism

Findings

The following findings were derived from the data analysis.

1. The data were collected from the elementary teachers of district Taxila. The total number of participants was 148. The total number of male teacher participants were 84, and the total number of female teacher participant was 63.
2. Majority of the participant teachers were experienced. Only 35 of them had experience below 5 years, while 113 teachers' experience was more than 5 years.
3. The elementary teachers who participated in the study were highly qualified. Only 10 teachers were BA/B Sc. Nanty four teachers who participated in the survey reported that their highest qualification was MA/MSc, 43 were having M Phil degree while 3 were doctors.

4. Teachers from Rawalpindi's rural and urban areas responded to the survey. However, 42% (67) were from Urban and 15 % (24) were from sub-urban. Thirty-six percent (58) teachers were from rural areas.

5. The participant teachers were from Low socioeconomic class. Because 75 teachers' income was less than 30,000. Thirty-nine teachers' income was 30 to 45 thousand. Only 31 teachers' monthly income was 45 thousand.

6. Descriptive statistics of the three independent variables, Time Management, Communication, and lesson planning, were reported in chapter 4. It was revealed that mean of time management was slightly low, 3.50, while its standard deviation, .497, was quite low. Other variables statistics were Communication ($M= 4.12, SD=.547$), and Lesson planning ($M=4.02, SD=.609$), respectively.

7. Teachers were distributed into three categories on the basis of their academic optimism. Ten percent of teachers' academic optimism was low, 59% medium, and 31 % high.

8. Academic optimism was moderately correlated to with communication ($r=0.507, p<.01$) and lesson planning ($r=0.492, p<.01$), and slightly weakly correlated with time management ($r=0.376, p<.01$).

9. The regression analysis found that the independent variables of time management, communication, and lesson planning predict 32% change in the dependent variable academic optimism of elementary school teachers.

Discussion

Time management skills are a set of skills that enable teachers to deliver lectures in a limited time for maximum utilization of resources for students' achievement. Its connection with the academic optimism has not studied. However. It has a logical connection with the academic optimism because, with time management, teaching and learning could optimize.

According to Gulzaand and Durrani (2014) Lesson planning allows for the correct organization of the topic. It protects the instructor against the errors of unthinking instruction. It fosters the ideal environment for learning. Similarly, in this research, teachers' lesson planning was found to be strongly correlated with academic optimism. According to regression analysis, lesson planning was a major predictor of academic optimism. Lesson planning is a complex process but simplifies teaching and contributes to academic optimism.

Similarly, communication is a backbone for teaching. Effectively transferring message to the learner is necessary. Good communication between teachers and students may lead to optimization.

This research showed that communication and lesson planning had a moderate correlation with academic optimism. Regression also found that they can predict 32%variation in the dependent variable, academic optimism. Hoy (2005) has taken very few factors of academic optimism. This study suggests considering lesson planning as a factor of academic optimism. It also recommended that a more detailed study is required to review academic optimism parameters for the inclusion of more parameters.

Conclusion

The main study focus was to measure the effect of organizational skills, including communication, lesson planning, and time management, on academic optimism of teachers. For better optimization, teachers should have qualities like good communication skills, better time management skills, and lesson planning. This study revealed a moderate correlation among organizational skills and academic optimism. The regression analysis revealed that there are 32 percent changes.

Recommendations

The following recommendations were made for the stakeholders based on the findings of this research.

- Teachers should improve their organizational skills (communication, time management, and lesson planning) to increase their level of academic optimism. Effective time management, clear communication, and consistently practicing lesson planning will improve their teaching and will consequently improve their level of academic optimism.
- School Management may train their staff to improve their organizational skills like time management, communication, and lesson planning. Teachers teaching and learning must be monitored and corrected whenever needed.
- Pre-service Teachers' training institution should revise their curriculum, focusing on academic optimism and developing organizational skills in prospective teachers. They should work with the school management and other stakeholders to make their training programs responsive to teaching and learning needs of students.
- Universities should conduct more research on the factors of academic optimism of teachers. Ways should be identified for improvement of academic optimism levels.

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