

## Academic Optimism

1.

TI: **Prospective Teachers' Future Time Perspective and Professional Plans about Teaching: The Mediating Role of Academic Optimism**

AU: Eren, Altay

SO: Teaching and Teacher Education: An International Journal of Research and Studies, v28 n1 p111-123 Jan 2012

This study aimed to examine the mediating role of prospective teachers' academic optimism in the relationship between their future time perspective and professional plans about teaching. A total of 396 prospective teachers voluntarily participated in the study. Correlation, regression, and structural equation modeling analyses were conducted in order to examine the mediating role of academic optimism. Results demonstrated that the relationships between future time perspective and planned effort, planned persistence, and professional development aspirations were significantly and fully mediated by academic optimism; whereas the relationship between future time perspective and leadership aspirations was not.

2.

TI: **Academic Optimism: The Development and Test of a New Construct**

AU: Hoy, Anita Woolfolk; Hoy, Wayne K.; Kurz, Nan M.

SO: Teaching and Teacher Education: An International Journal of Research and Studies, v24 n4 p821-835 May 2008

The objective of this exploratory study of teacher beliefs was twofold: first, to determine whether the construct of academic optimism could be defined and measured as an individual teacher characteristic as it has been at the collective school level, and second, to identify sets of teacher beliefs and practices that were good predictors of academic optimism. With a diverse sample of American elementary teachers, a second-order principal components analysis supported the hypothesis that academic optimism was a general construct composed of efficacy, trust, and academic emphasis. In addition, dispositional optimism, humanistic classroom management, student-centred beliefs and practices, and organizational citizenship behaviour were individually and collectively related to the explanation of a teacher's sense of academic optimism, controlling for SES.

3.

TI: **How to Improve Academic Optimism? an Inquiry from the Perspective of School Resource and Investment**

AU: Wu, Jason Hsinchieh; Sheu, Tian-Ming

SO: Asia Pacific Education Review, v16 n4 p663-674 Dec 2015

Previous studies have identified many school variables which can have significant effect on academic optimism. However, most of these identified variables are leadership or psychological constructs; thus, it is often too abstract for school administrators to translate into real practice. Therefore, this study adopted the perspective of school resources and investments to examine to what extent is academic optimism determined by school preexisting conditions, and what school investments can promote it. The data were collected from a sample of 3672 teachers from 326 junior high schools in Taiwan. A hierarchical

regression analysis was used to address research questions. The results indicated that school resource, the preexisting conditions of a school, only has marginal effect on academic optimism. It is school investment that has the majority of the impact on academic optimism. The study further identified that the school investment in Internet connection, awards for student learning, parent education, teacher professional development and its incentives can have significant effect on academic optimism. The paper contributes to better understanding of the nature of academic optimism and indicates what school investments educational practitioner can focus on to foster the culture of academic optimism.

4.

**TI: [Uncovering the Links between Prospective Teachers' Personal Responsibility, Academic Optimism, Hope, and Emotions about Teaching: A Mediation Analysis](#)**

AU: Eren, Altay

SO: Social Psychology of Education: An International Journal, v17 n1  
p73-104 Mar 2014

Prospective teachers' sense of personal responsibility has not been examined together with their academic optimism, hope, and emotions about teaching in a single study to date. However, to consider hope, academic optimism, and emotions about teaching together with personal responsibility is important to uncover the factors affecting prospective teachers' commitment to teaching. Indeed, this is an international concern that occupies educational researchers and policy makers from a diverse range of countries. Thus, this study aimed to examine the relationships between prospective teachers' personal responsibility, academic optimism, hope, and emotions about teaching,

with the intention to explore the mediating roles of hope and academic optimism in the relationships between emotions about teaching and personal responsibility. A total of 455 prospective teachers voluntarily participated in the study. Correlation, regression, and structural equation modeling analyses were conducted in order to explore the relationships between research variables. Results showed that the prospective teachers' emotions about teaching, academic optimism, hope, and personal responsibility were significantly related to each other. Results also showed that the relationships between prospective teachers' emotions about teaching and responsibility for student motivation, achievement, relationships

5.

TI: **Optimism of Individual Teachers: Confirming a New Construct**

AU: Beard, Karen Stansberry; Hoy, Wayne K.; Hoy, Anita Woolfolk

SO: Teaching and Teacher Education: An International Journal of Research and Studies, v26 n5 p1136-1144 Jul 2010

Teacher sense of academic optimism is individual teachers' beliefs that they can teach effectively, their students can learn, and parents will support them so the teacher can press hard for learning. This new construct is grounded in the social cognitive and self-efficacy theories, social capital theory, work on school culture and climate and research on learned optimism. At the school level, collective academic optimism has been related to academic performance (Hoy, Tarter, & Woolfolk Hoy, 2006b). The analyses tested and supported the validity and reliability of the construct at the individual level with elementary school teachers in a confirmatory factor analysis using Structural Equation Modeling (SEM).

6.

TI: **Predictors of Academic Optimism: Teachers' Instructional Beliefs and Professional Commitment**

AU: Nan Kurz, Anita Woolfolk Hoy, and Wayne K. Hoy

**The Ohio State University**

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<http://anitawoolfolkoy.com/pdfs/aera-presented-2007.pdf>