



**ROLE OF OPTIMISTIC ATTITUDE OF SCHOOL TEACHERS IN ACADEMIC ACHIEVEMENT OF STUDENTS
AT PRIMARY LEVEL**

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ABSTRACT

Teaching is an art and the quality of teaching depends on sincerity, dedication and devotion of the teacher towards the subject knowledge and attitude. Teachers are responsible for influencing student's learning on the subject, development of attitude, personality and views. Present study is focused on finding of teacher's optimistic attitude and academic achievement of their students.

INTRODUCTION

The student's performance is not completely the result of their work; it is affected by many factors. Among these the attitude of the teacher is most important. A teacher with his teaching methods, attitudes and behaviors, provides his students to gain a mentally healthy personality and to have a new clear world view by leaving unforgettable, pleasing traces on them. Positive attitudes and perceptions of teachers increase student's chances of learning proficiently, motivation, concern's towards school and school work, self-confidence and as a result personality development. Effective teachers continually reinforce attitudes and perceptions.

In the education system, a condition of being a good educator is to know the communication process well. The teacher, who tries to understand student's emotions such as interest, fear, and worry, supports student's social activities, appreciates, and compliments them for activities. He finds of value will make the student's feel that they are being thought of, loved and aided, and that the teacher is working for their good. Students of such a teacher will, taking the teacher as a role model, in turn be considerate of others, running to the aid of others, maintaining good relations and positive attitudes.

OBJECTIVE OF STUDY

- To find optimism among primary school teachers
- To find academic achievement of students of optimistic male school teachers
- To find academic achievement of students of optimistic female school teachers

HYPOTHESIS

1. There is no significant optimism in primary school teachers.
2. There is no significant academic achievement of primary school students of optimistic male school teachers.
3. There is no significant academic achievement of primary school students of optimistic female school teachers.

METHODOLOGY

The sample comprised of 200 primary school teachers through random selection. Out of selected school teachers 100 male and 100 female were taken. In both groups 50 urban and 50 rural teachers were included. All selected teachers were tested for optimism using a self-prepared test paper. Further optimist teachers were tested for their student's academic achievement. Student's annual result was considered as academic achievement. Collected data was tabulated and analyzed using percentage tool.

FINDING AND ANALYSIS

Table 1: Status of Optimism among Primary School Teachers

Gender	No. of Teachers (%)		
	High Optimism	Medium Optimism	Low Optimism
Male	28	41	31
Female	31	43	26

Primary School teachers have good optimism. 28% male and 31% female teachers' exhibit high optimism, 41% male and 43% female possess medium optimism. Low optimism showed by 31% male and 26% females. No. of optimistic females is higher than male teachers at primary level. Therefore hypothesis 1, there is no significant optimism in primary school teachers is rejected.

Table2: Status of Academic Achievement of Primary Students and Teacher's Optimism

Optimism of Teacher	Gender of Teacher	No. of Students %				
		Above 80%	71-80%	61- 70%	51- 60%	Less than 50 %
High Optimism	Male	11	23	38	21	7
	Female	14	27	40	16	3
Medium Optimism	Male	8	21	34	26	11
	Female	11	26	36	18	9
Low Optimism	Male	6	18	32	31	13
	Female	8	23	36	33	10

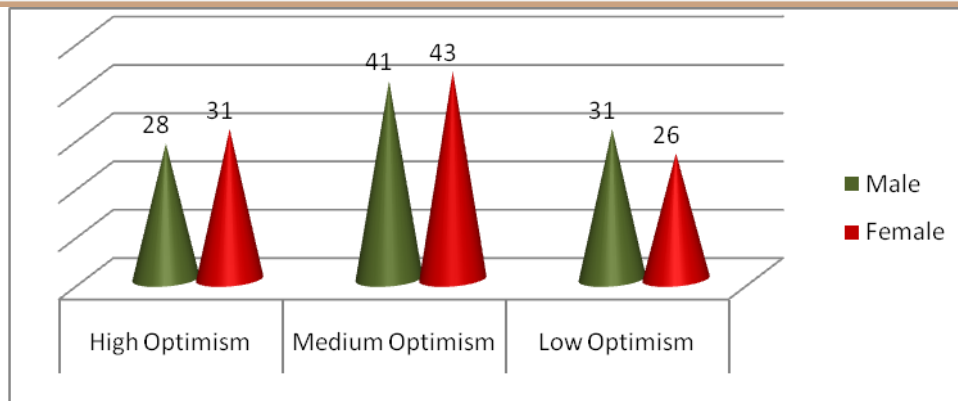


Chart 1: Status of Optimism among Primary School Teachers

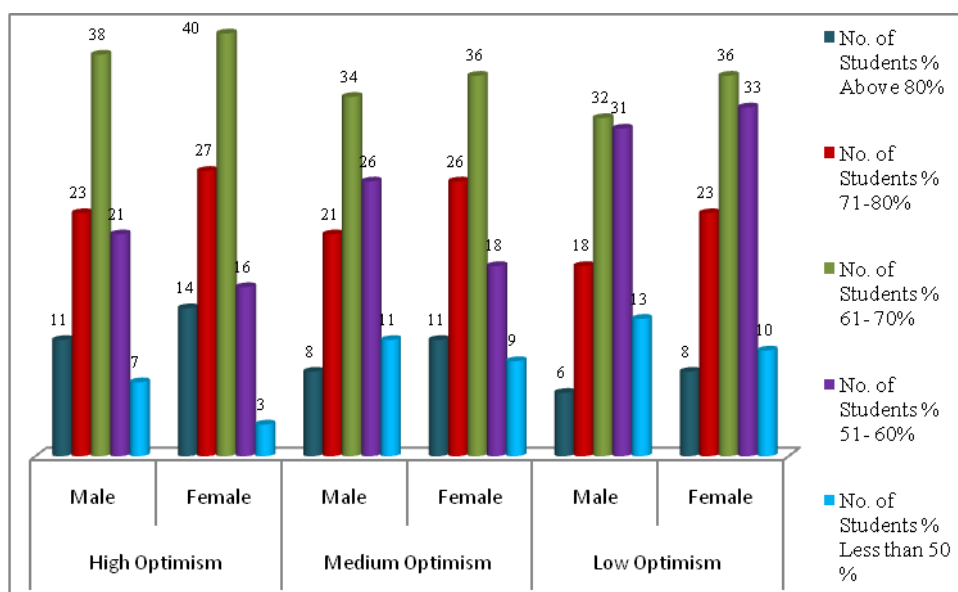


Chart 2: Status of Academic Achievement of Primary Students and Teacher's Optimism

Male teachers having high optimism related data shows that 11% students got above 80%, 23% have 71-80%, 38% students scored 61-70% and 21% found 51-60%. Among teachers with average optimism 8% students are searched with above 80%, 21% found to have 71-80%, 34% got 61-70% and 26% have 51-60% marks. For teachers with low optimism, 6% students have above 80%, 18% scored 71-80%, 32% got 61-70% and 31% students found to have 51-60%. Hence hypothesis 2, there is no significant academic achievement of primary school students of optimistic male school teachers.

For female teachers with high optimism 14% students have above 80%, 27% found 71-80%, 40% got 61-70% and 21% have 51-60% marks. For teachers with medium optimism, 11% students found above 80%, 26% have 71-80%, 36% got 61-70% and 18% captured 51-60%. For low optimism teachers 8% students searched to have above 8%, 23% students marked to have 71-80%, 36%

students got 61-70% and 33% have 51-60% marks. Thus hypothesis 3, there is no significant academic achievement of primary school students of optimistic female school teachers.

CONCLUSION

Students of high optimistic teachers have good academic performance. As optimism increases, academic achievement also increases. To become a good teacher, high optimism among teachers is necessary. Optimistic attitude of teachers act as a source of inspiration for his students.

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