

A Study of Optimism of Upper Primary Teachers in Relation to Gender, School Type & Teaching Experience

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Abstract: In the present study, Optimism have been studied with reference to the gender, school type and teaching experience of upper primary teachers. In this study male & female, government & non-government and teaching experiences of teachers divided into four categories: first category (less than 5 years of teaching experience), second category (5-15 years of teaching experience), third category (16-25 years of teaching experience), fourth category (more than 25 years of teaching experience). The research conducted on total 800 teachers working in Upper primary schools in Mathura and Agra District. Random sampling method was used for data collection. A survey method was used. Self-made questionnaire having 20 questions used for data collection. Overall result of the study found Average in relation to Gender, School Type & Teaching Experience

Keywords: Optimism, Upper Primary Teachers, School Type.

1. Introduction

Education is a subject area of an interdisciplinary nature. Many factors affect the process of education. In the teaching process it becomes necessary to know the meaning of optimism. The literal meaning of optimism is "Best of all possible worlds" in this phrase, "the most possible" means the possibility of positive or hope in every situation. Optimism was first defined by psychologist Martin Seligman and his book "Learned Optimism" was published in 1990.

Purpose of the Study

To study the percentage level of Optimism of upper primary teachers in relation to gender, school type and teaching experience.

Objectives of the Study

To study the Optimism of upper primary teachers in relation to gender, school type and teaching experience.

Hypothesis of the Study

There is no difference in between the Optimism of upper primary teachers in relation to gender, school type and teaching experience.

2. Methodology

The present study is dealing with the investigation of optimism of 800 Upper Primary school teachers of Mathura and Agra district, in relation to gender, school type and teaching experience. Random sampling method was used for data collection. The researcher has employed survey method. It attempts to describe and interpret practices, processes, trends, effects, attitudes and beliefs etc. of the present phenomenon. Hence, this method has been found to be most suitable for present study.

Variables

Dependent Variable: Gender, School Type & Teaching Experience.

Independent Variable: Optimism.

Tool Used

Self-made questionnaire having 20 questions based on theory of optimism used for data collection. Before using this questionnaire, it was sent to experts for review.

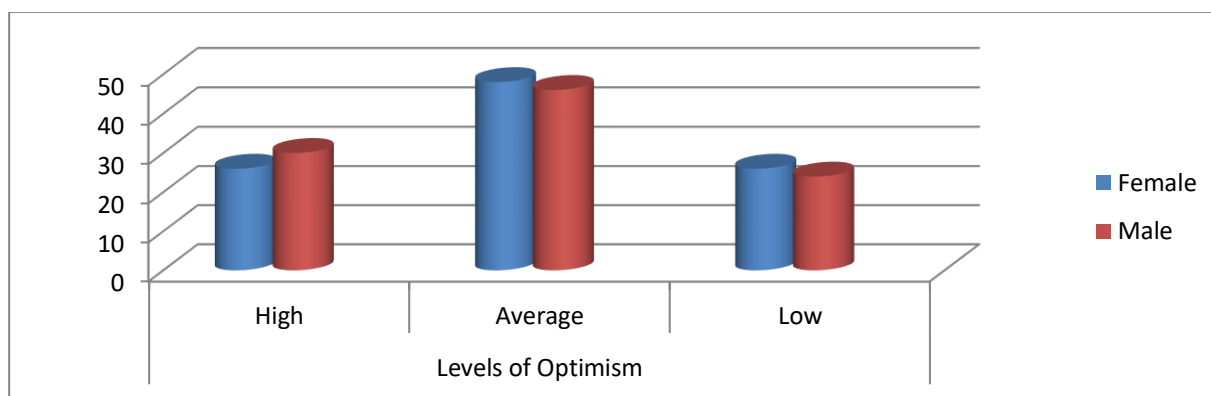
Statistical analysis: Percentage

3. Result Analysis and Interpretation

The level of optimism of teachers is presented in Table 1 as a percentage in relation to gender, school type and teaching experience.

Table 1. Overall Levels of Optimism of Upper Primary Teachers: in Relation to Gender, School Type and Teaching Experience

Levels of Optimism	Teacher number and percentage																		
	Female				Male				School Type				Teaching Experience						
	N		%		N		%		Government		Non-Government		Less than 5 year		5&15 year		16&25 year		More than 25 year
High	102	26	119	30	113	28	108	27	60	24	132	30	24	24	5	36			
Average	193	48	186	46	191	48	188	47	110	44	208	48	55	54	6	43			
Low	105	26	95	24	96	24	104	26	82	32	93	22	22	22	3	21			



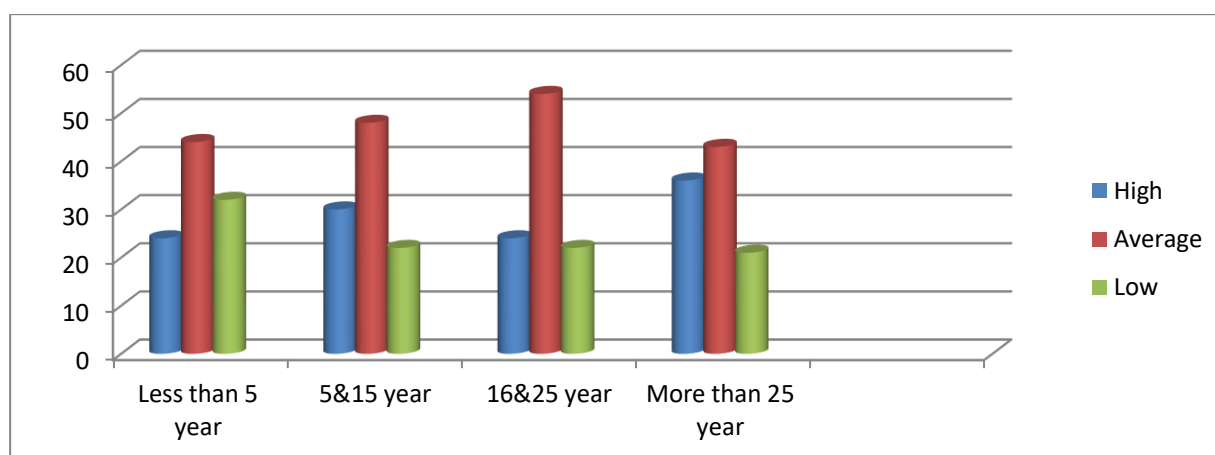
Graph 1. Shows Comparison in Male and Female Teachers at Different Levels of Optimism

Graph-1 depicts 26%, 48% and 26% female teachers have been found at the high, average and low levels of optimism respectively. Similarly, 30%, 46% and 24% male teachers have been found at the high, average and low levels of optimism respectively.



Graph 2. Shows a Comparison in Teachers at Different Levels of Optimism in Relation to School Type

Graph-2 depicts that 28%, 48% and 24% government teachers have been found at the high, average and low levels of optimism respectively. Similarly, 27%, 47% and 26% non-government teachers have been found at the high, average and low levels of optimism respectively.



Graph 3. Shows a Comparison of Teachers at different Levels of Optimism in Relation to Teaching Experience

Graph-3 depicts that 24%, 44% and 32% Teachers of first category teaching experience (less than 5 years) have been found respectively at high, average and low level of optimism. 30%, 48% and 22% teachers of second category teaching experience (5 -15 years) have been found respectively at high, average and low level of optimism. 24%, 54% and 22% teachers of third category teaching experience (16-25 years) have been found respectively at high, average and low level of optimism. 36%, 43% and 21% Teachers of fourth category teaching experience (more than 25 years) have been found respectively at high, average and low level of optimism.

4. Conclusive

Therefore, hypothesis "There is no difference in between the Optimism of Upper Primary teachers in relation to gender, school type and teaching experience " is not accepted. Thus the level of optimism in teachers has been found to be different. Thus it is visible that the highest teacher percentage has been found at average level of optimism, (48% female and 46% male). There is not much difference in the percentage of female and male teachers at low and high levels. Thus it is visible that the highest teacher percentage has been found at average level of optimism, (48% government and 47% non-government). There is not much difference in the percentage of government and non-government teachers at low and high levels. Thus, it is visible that the percentage of first, second, third and fourth categories teachers of teaching experience at the average level of optimism is 44%, 48%, 54% and 43% respectively which is very higher. The percentage of teachers of all categories of teaching experience at high level is found to be lower than average level but higher than low level. There is not much difference in the low levels of optimism of percentage of teachers of all categories of teaching experience and the least percentage of teacher of three categories of teaching experience is found at low level.

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