

Evaluation of Academic Optimism Levels of the Lecturers: A Qualitative Research

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Abstract

This study aims to evaluate the academic optimism perceptions of lecturers. The phenomenological design, one of the qualitative research types, was used to examine the academic optimism of the lecturers. The participants of the study consisted of faculty members working in educational sciences in an education faculty. In the data collection process, a semi-structured interview form developed by the researcher was used. In this study, the data were analyzed using the descriptive analysis method. It can be said that there are different interpretations of the collective faculty efficacy evaluations among the lecturers. Some lecturer is inadequate, some are sufficient and some are not able to evaluate. In the academic emphasis theme, it was said that both the lecturer and the students did not pay the necessary attention to academic success. In the research, it was stated that the expectations of the lecturer for the students were generally low.

Keywords: Academic Optimism, Teacher Academic Optimism, Lecturer

Introduction

In some studies, conducted in education, it has been determined that one of the features that positively affect student achievement is academic optimism (Beard et al., 2010; Hoy et al., 2006; Hoy & Smith, 2007; McGuigan, & Hoy, 2006; Nelson, 2012; Wagner, & DiPaola, 2011). Academic optimism is a concept that has been studied at both the school level and the teacher level. Academic optimism at the school level looks at the organization from a collective perspective and is considered school academic optimism. At the teacher level, it focuses on individual teacher characteristics rather than the school's collective culture and is expressed as teacher academic optimism (Woolfolk Hoy et al., 2008). Teacher academic optimism includes teachers' beliefs about themselves, their students, and their teachings (Woolfolk Hoy, 2012). Woolfolk Hoy (2012) mentions that academic optimism is not a stable feature, but it can be learned.

Teacher academic optimism; It is defined as teachers' continuous emphasis on academic and learning, as well as their positive belief that they can make a difference in students' academic performance (Hoy et al., 2006; Woolfolk Hoy et al., 2008; McGuigan, & Hoy, 2006). Academically optimistic teachers establish trust-based relationships by constantly collaborating with students and their families and they are aware of their competencies and show positive attitudes about academic results (Hoy et al., 2006). Optimistic teachers expect all students to be successful, create the classroom environment accordingly, and contribute to the formation of positive student behaviors (Kurz, 2006). In addition, they believe in their capacity to overcome difficulties by reacting to failure (Hoy et al., 2006).

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Teacher academic optimism is a structure consisting of three sub-components including collective faculty efficacy, faculty trust in students and parents, the academic emphasis that has cognitive, emotional, and behavioral dimensions (Beard et al., 2010; Hoy, 2012). All three of these elements create academic optimism at the individual level and form a triple relationship that supports and interacts with each other (Anwar et al., 2014; Beard et al., 2010).

1. *Collective Faculty Efficacy*: It is defined as the teacher's perception that the efforts of all teachers in the school as a whole will have a positive effect on students (Goddard et al., 2000; Fahy et al., 2010). Collective faculty efficacy is an expectation. This element constitutes the cognitive dimension of teacher academic optimism (Woolfolk Hoy, 2012). Collective faculty efficacy includes counting student participation even with unmotivated and difficult students and having a perception of the ability to reveal the desired results of learning (Tschannen-Moran et al., 1998, p.202). If teachers think that they can affect their students' learning, they expect more from their students, put more effort into it, and become more flexible when things get tough (Tschannen-Moran, & Hoy, 2000).

2. *Faculty Trust in Students and Parents*: All teachers cooperate by establishing trusting relationships with students and their families, and this element constitutes the emotional dimension of teacher optimism (Forsyth et al., 2011; Hoy, & Tschannen-Moran, 1999). Teachers believe that students and parents are helpful, reliable, talented, and honest individuals, and relationships are established based on these mutual feelings (Tschannen-Moran, & Hoy, 2000). In a school with academic optimism, a teacher who receives the support of students and parents in line with trust-based relationships, in many cases sets higher education goals and can help create a school climate that fosters an atmosphere in which success is valued and rewarded (Pikero, 2015). When teachers create a safe and secure environment at school, students feel comfortable to learn from their mistakes, and parents begin to believe that their children are motivated in the best way (Bryk, & Schneider, 2002).

3. *Academic Emphasis*: Academic success is given importance by setting high goals for student success in a school (Smith, & Hoy, 2007). This element constitutes the behavioral dimension of teacher academic optimism. Teachers have an attitude that they will contribute positively to student success by believing that all students can learn and be successful. The academic emphasis aims to link student success to the positive beliefs and expectations of the school organization (Smith, 2008). Students expect serious and challenging goals, they work hard, and those who reach these goals are respected (Hoy, 2012). The academic emphasis creates awareness for learning and the acquisition of certain behaviors in schools (Woolfolk Hoy, 2012).

These three elements interact with each other. For example, if faculty trust in students and parents is high in the school, it strengthens the collective faculty efficacy in the organization, and the collective faculty efficacy strengthens and develops the faculty trust in students and parents. Similarly, high faculty trust in students and parents may insist on higher academic standards. Finally, collective faculty efficacy has a positive effect on achievement. Therefore, academic achievement is emphasized. In addition, the academic emphasis strengthens the collective faculty efficacy (Hoy, & Smith, 2007; Ngidi, 2012).

Based on the fact that the education system in Turkey does not adequately support students, the academic optimism of teachers is important. In this context, it is necessary to develop, support, and examine the characteristics of teachers, who are educational leaders that lead to student success. The

most important factor that will contribute to this situation is whether the education they receive gives them academic optimism. Woolfolk Hoy (2012) states that academic optimism has not been examined for teacher candidates, emphasizing that having this feature is a valuable feature for lecturers. In addition, the academic optimism of the lecturers says that it has many contributions for teacher candidates. One of them is that if a culture of optimism is created in all teacher education programs, it can lead to increased motivation and cooperation for both faculty members and teacher candidates. Such a culture will support setting high standards, insisting on excellence, striving as well as collaborating for learning and development. Another contribution of academic optimism to teacher education is that it enables students to gain this qualification. For teacher candidates to gain academic optimism, the educators who train them should have this feature. Considering that the academic optimism of the people who will carry out these pieces of trainings affects the teacher candidates, it becomes necessary to examine the academic optimism of the lecturers. On the other hand, no research has been found in the literature examining the academic optimism of the lecturers. In addition, the qualitative research method was used to examine the academic optimism of the lecturers more deeply. In this context, it is aimed to evaluate the academic optimism perceptions of the lecturers with this research.

Method

In this study, qualitative research was preferred to examine in detail the academic optimism of the lecturer and the three elements that make up this structure (Yin, 2014). A phenomenological design was used as one of the qualitative research types. In the phenomenological design, cases that we are aware of but do not have detailed information about are examined (Yıldırım, & Şimşek, 2013).

Study Group

The participants of this study consisted of 12 lecturers working in educational sciences in an education faculty. In the study, criterion sampling, which is one of the maximum variation samplings, was used. The purpose of criterion sampling is to select situations that will meet certain predetermined criteria (Yıldırım, & Şimşek, 2013). In this study, the department of educational sciences in the faculty of education was chosen as a criterion. The participants consisted of 12 people, 7 women, and 5 men. 5 people are working for 1-10 years, 3 people working for 10-20 years and 4 people working for 20-30 years. In the study, the lecturers were coded as L. 1, L.2, L.3.....L.12.

Data Collection

In the data collection process, a semi-structured interview form developed by the researcher was used. After examining the literature in the interview form, nine questions were prepared. After the examination by the field expert, a pilot application was made with a lecturer and the questions were finalized. The interviews were held between 11-22 December 2020. During the interviews, information about the research was given and the interviews were recorded. The interviews lasted approximately 40 to 60 minutes. The following questions were asked to the lecturers during the interviews.

1) May I have your overall assessment of student performance in your faculty?

1a) What do you think are the factors affecting current student performance?

- 2a) Do you think there is a relationship between student performance and the continuing department? If yes, can you talk about the nature of the relationship in question?
- 2) How do you evaluate the level of academic achievement expected from students in your faculty?
- 3) Could you share your thoughts on the relationship between lecturer competence and student success?
- 4) How do you think reflects this expectation on the course, student evaluation, and communication with the student to the lecturer who has high-performance expectations from his/her students?
- 5) Can you share your views and observations on the competence of the lecturer throughout the faculty?
- 6) Do you think the lecturers in your faculty are doing enough to increase academic success? What do you think are the reasons for this situation?
- 7) How do you evaluate the level of importance that students attribute to academic success in your faculty?
- 8) Do students make enough efforts to increase their academic success?
- 9) What would you recommend to increase the academic optimism of students and lecturers?

Data Analysis

In this study, the data were analyzed using the descriptive analysis method. In the descriptive analysis, direct quotations from the interview are frequently used to reflect the interviews (Yıldırım, & Şimşek, 2013). In this study, the dimensions of academic optimism were determined as themes, and themes were also created from the questions asked. Then, the raw data was coded. Direct quotations from the interviews were included to ensure the validity of the research.

Findings

In this study, nine questions were asked to determine the views of the lecturer on academic optimism. Six themes were identified: collective faculty efficacy, academic emphasis, faculty trust in students and parents, factors affecting student academic optimism, factors affecting academic optimism of lecturers, and suggestions to increase academic optimism.

Findings of the opinions of the lecturer on collective faculty efficacy

The lecturer with more seniority years thinks that their perception of other lecturers is competent in terms of collective faculty efficacy. However, the lecturers with fewer seniority years expressed their opinions that the collective faculty efficacy was not competent. Some lecturers, on the other hand, stated that while they found the teachers competent in terms of the field, their teaching aspect was weak. Other academics emphasized that it is difficult to evaluate the teaching dimension. The opinions of the academicians who think they are competent regarding academician competence are as follows:

"I think that most of the professors working in this faculty are competent." (L.4).

"It makes enough effort to raise everyone's academic success." (L.10).

"I think that the field knowledge of the lecturer is at a good level, but I think that their social skills, especially interpersonal communication and empathy skills are weak." (L.2).

Regarding the competence of academicians, some of the opinions of young academics that the competence of other teaching staff is insufficient are as follows:

"We have professors who renew themselves in our faculty, but on the contrary, we have professors who stay as they entered the faculty. I observe those who use lecture notes, slides, and exam questions from ten years ago and never put anything on it." (L.7).

"In general, I think that the academic proficiency of the academic staff is below the Turkey average. According to my observations, I see that the things taught are taught incorrectly. If a huge associate professor gives wrong information in his lecture, I think he is not competent. Generally, three or five people work in the faculty. Others lie on their side. When it comes to words, everyone is competent, but when it comes to action, I see that nothing is in the middle." (L.8).

"It is generally assumed that the higher the degree, the higher the competence, but this is not the case. As the age of some lecturers increases, their performance decreases" (L.6).

"In terms of academic knowledge, the lecturers are competent, but if we give a ratio of one person in 10, for example, I think that they do not have any competence. I think that these lecturers are not competent either academically or in terms of self-development." (L.5).

"Some lecturers can't get down to the student's level. They say the transfer is limited as students get degrees." (L.5).

"I don't find the lecturers very competent in general. Of course, there are very well-equipped lecturers in the field, but some lecturers think they are competent. Although they talk to students about the need for cooperation, active participation, and student-centeredness in the lessons, I see that most of the lecturers teach their lessons with classical methods." (L.7).

Some lecturers also stated that other lecturers' competence in teaching is low due to their academic concerns.

"Academics have an academic dimension and an instructive dimension. Academic career anxiety puts the teaching role in the background. It prevents the lecturers from preparing for the lesson and keeping up with the current situation. If the student does not force, he does not have difficulty in teaching, and lecturers do not work because he does not force them." (L.2).

"Lecturers are constantly making academic publications to rise in a short time. In this case, it causes his teaching to be thrown into the background. This limits its adequacy." (L.1).

Some lecturers stated that it is very difficult to evaluate the competency of the lecturer.

"It is very difficult to evaluate the competence of the lecturers. Unfortunately, we do not have every opportunity to get to know the faculty members in the classroom or their fields. We can only evaluate this based on the feedback we receive from the students, which is not a healthy situation on its own. But if I reduce this situation to at least the department I am in, I can see that there are faculty members who are not competent and do not want to be, as well as those who are competent." (L.9).

"We can consider the competence of lecturers in two parts. One of them is qualified in the scientific work of the lecturer, that is, it is about what he/she adds to the existing knowledge. Another dimension of competence is teaching. However, we do not know his competence in this regard. Many people think that

the quality of a good academician is how much they publish. This is one aspect of his/her profession. We do not know what is taught in the course in universities, as in high schools. You get feedback from the student, but this time you gossip about your colleague. I can't say anything as a general observation, but if he finishes a three-hour course in 1 hour, it is very difficult to say that he is competent in this situation" (L.3).

Findings of the views of the lecturers regarding the academic emphasis

When the views on the academic emphasis are examined, it is said that academic emphasis by both the lecturers and students is at a low level. It has been stated that lecturers put the academic success of the students in second place due to academic concerns, and that collective studies are not in the faculty. The statements of the participating lecturers are as follows:

"Individual studies are available at the university, but collective work is necessary. If you're talking about overall success, it requires a collective effort. However, academics work individually. You cannot achieve success in an environment where you work individually." (L.3).

"As far as I have observed, some lecturers try hard enough to ensure academic success in students; We can see from time to time that some of them do not. This situation can be affected by factors such as their academic goals, expectations from the student, mastery of the field, self-confidence, taking responsibility, being open to criticism, and having the capacity for foresight." (L.9).

It has been stated that lecturers put the academic emphasis of the students in the second place due to academic concerns, and that collective studies are not in the faculty. The lecturers also stated that the importance that students attribute to academic success is at a low level. It has been stated that the number of students who work to graduate in a equipped way is very few. It has been emphasized that students are evaluated as factors such as passing a grade, raising their grade point average, and being appointed to academic success. The views on the academic emphasis are as follows:

"We have seen that universities have become high schools recently. In addition, we can say that the education in universities has become worthless with the KPSS exam that teacher candidates will take. The student says that my grade point average has nothing to do with my appointment. We have no say in the appointment of the teacher. The fact that the criteria are only exams reduces the importance they attach to success in school." (L.3).

"Academic success is seen as passing a grade for many students, getting a valid letter grade for some, and getting a high letter grade for some. For very few students, academic success means graduating truly equipped." (L.7).

"I can say that the lecturers do not make any efforts for academic success. Generally, I see that the lecturers are in trouble to enter fewer course hours and get more tuition money." (L.8).

"I see most of them aim to pass the class or get a valid letter grade. Few of them do what they do for their plans, very few of them work to graduate well-equipped." (L.8).

"The student does not put much effort into it. For example, they come for the exam that will be tomorrow, they ask what subjects are included in the exam, the student who has not studied until then only spares one day for the exam. This means that the student is not making any effort. Some students

say they're just coming to sign. However, the situation would be different if it came with the logic of I want to learn." (L.12).

"The students with high extrinsic motivation are in the majority, and even though these students give importance to academic success, they try to achieve success mostly for passing a course, being appointed, and economic reasons, not to satisfy their curiosity about learning. In other words, I think that the number of students who attach the necessary importance to academic success is low." (L.9).

"Since students mostly act to pass the course and not failing in the class, they do not make enough effort to increase their academic success and only try to be successful at a level that will pass the course. In addition to this, some students really try to increase their academic success for learning purposes, but the relative assessment system applied in our university does not give much opportunity to distinguish these students." (L.12).

"Students can pass with very low grades and be evaluated as if they have acquired the necessary knowledge and skills for the course. As such, most of the students do not make the necessary effort to do more. For example, a student above 50 may have achieved academic success. This situation, however, shows that the student cannot fulfill 60% of what is expected of him. But frankly, no one cares too much about this situation. In such a case, I think it is necessary to look at the empty side of the glass. Because many teacher candidates who do not have professional qualifications are trained." (L.1).

"I am not so sure that the students are trying, the bell curve system does not motivate the student. He/she values success for the sake of passing grades." (L.10).

"Students evaluate success according to AGNO and grade. It does not question in terms of content. He says I will get the diploma and pass the class. the only problem of the children is to pass and they do not have a problem to learn, they would not negotiate with the teacher anyway." (L.3).

Findings of the views of the lecturers about the faculty trust in students and parents

It is stated that the interviewed lecturers generally have low expectations for students, and the expectations for students' learning vary from department to department. Among the reasons for these

"I honestly think that there is a quality problem in education faculties. As such, the academic success of the faculty is lower than expectations for the student's academic success." (L.9).

"I can say that the general performance of the students I attended the course is quite low. I think the reason is that he entered the departments with low scores. Especially in the departments entered with talent test, they show low performance because they see the training courses as unnecessary. In departments with job anxiety, students come to class just to get a diploma, there is nothing they do other than that." (L.1).

"Student performance is decreasing day by day; I think the reason for this is the assignment scores. Because, in general, the thought that students cannot be appointed in some departments leads to the prevailing understanding that I do not need to learn. Some students say that I came to the departments they chose because I had enough points. This reduces motivation and reduces interest in the lesson." (L.12).

"Performance varies according to the entrance scores of the departments. The potential of the student coming to the faculty of education is low, and the purchases have decreased even more recently." (L.7).

"This situation varies from department to department and from person to person. As far as I have observed, there are some confusions because since the teacher training system is made by several hands (pedagogical formation and education faculties) This situation can lead to low motivation and a feeling of abandonment on both students and the lectures." (L.6)

"You can't expect much from the students of the special talent department according to the potential. They don't give importance to the lesson because of the students who do not get good scores in the exam anyway." (L.5)

Among the reasons for the low performance of the students by some academicians, the most frequently expressed statement was the attitude of the lecturer, the fact that the faculty did not force the student and the standards were low.

"I think academic performance varies from department to department. The reason for this is that it stems from the department culture. In some sections, I see that the children work well and are successful, and in some sections, I see that the children are more comfortable. I think this is reflected in the student's performance." (L.4).

"Some department culture is very important, for example, a department is a more disciplined department that deals with and knows the students one-on-one, I can say that the students in this department show higher performance. However, in loose sections that do not care about the student, the student performs very poorly." (L.3).

"Frankly, I don't think that the expected level of academic success from students is very high, but this can of course vary from person to person. Some lecturers have a high expectation of success from their students and make practices in this direction, and this generally affects students positively." (L.3).

"It varies by department. I see the department culture as the reason for this. The value that each department gives to academic success and academic discipline changes. The profile of the students entering the departments is also very important, and it also causes the differentiation of this success." (L.4).

"I think the student's performance is low. A situation related to the departments is a predictor of the settlement score." (L.6).

"I find the student achievement in the faculty of education low. The existing system is based on passing the course. For example, all final year students pass. In this sense, the student does not make any effort." (L.8).

"Students don't read a lot. I think students who enter with high scores perform better." (L.9).

"We cannot direct the student to research. The reason why we do not direct the student to research is that we think that the student cannot do it." (L.10).

"I think the students can do better when compared to other places, but I don't think that such an expectation is in the faculty members. The student wants to learn. But since the system does not support the student, the student does not make an effort." (L.11).

"The student spends effort according to the type of exam. He studies according to whether it is a classic or a test. For example, when I said that the exam will be classical in make-up, the students did not come to the exam. According to this situation, I think that the student is not working." (L.7).

Findings of the views of the lecturers on the factors affecting student academic optimism

There are expressions such as whether the factors affecting the student's academic optimism are placed in a department that is suitable for the student's proficiency and interest, the influence of the lecturers, the culture of the department, whether or not the assignment is in the department. It has been stated that there are factors such as the lecturers' attitude, proficiency, way of teaching the lesson, and communication with the student as the effect of the lecturers on academic optimism.

"The student is very impressed by the fact that the lecturers take his lesson seriously. If he/she is a loose teacher, for example, if he/she does not attend the lesson, if he/she does not teach the lesson properly, students say that he will pass the lesson anyway." (L.8).

"The way the lecturers approach students, whether they take students into account or not, their dealing with students' problems and making the lesson more effective by using different materials directly affect student performance. As far as I have observed, if the lecturers give the necessary importance to their lessons, in parallel, the students give the necessary importance to the lesson. Therefore, the academic performance of the students is also positively affected by this situation. On the contrary, when the lecturer who attends the class does not give the necessary attention to his class and students, this can negatively affect academic performance." (L.9).

"Student performance generally depends on physical facilities, but I think it also depends on the attitude of the lecturers." (L.11).

"I think one of the most important factors affecting this situation can be the proficiency and effectiveness of the lecturers." (L.9).

"If the lecturers have high expectations, the lecturers communicate better with the students. I see that the student evaluation criteria are higher." (L.7).

"There are also lecturers who have high expectations of success from their students and make practices in this direction, and this generally affects students positively" (L.2).

"The faculty members in the department have both positive and negative effects. If the lecturers in the department are good at communication and cooperation and if they care about their students, this directly affects the performance of the students." (L.5).

The opinions of the lecturers that the academic optimism of the student changes depending on the culture of the department they study:

"Student success varies according to departments. I see department culture as the reason for this; The value that each department places on academic success and academic discipline is changing. Even if the assignments in the department are low, if the department attaches importance to academic success, the student tends to show high performance. A student can show high performance in lessons because I will be a teacher one day." (L.3).

"Many factors such as department culture, classroom environment, student-student, student-teacher interaction is effective on performance. The faculty members in the department have both positive and negative effects on this effect. If the lecturers in the department are good at communication and cooperation and give importance to their students, this situation directly affects the performance of the students." (L.9).

It is stated that academic optimism changes depending on whether the student is placed in a department that is suitable for his/her competence and interest, and whether he/she is externally motivated or not.

"There are many factors that affect student performance. The most effective of these factors is whether the selected department is suitable for the student's competence and interest. Because students who attend school willingly overcome many difficulties easily; From time to time, we witness that students who attend a department they do not want to have difficulties with the simplest obstacles and the tasks they need to fulfill." (L.2).

"Because of our university examination system, students still do not come to the university with their ideals, so I think they are still externally motivated because they come to the department with concerns about how high a score I will get, how long I will be unemployed or how much salary I will receive. To pass the course, there should be no external motivation, they need to work to improve themselves, their internal motivation should be better, but I think that this is not the case." (L.3).

"Students don't know what they chose and why because of the current exam system. She shows poor performance in classes because she comes to the department unconscious. Apart from this, unfortunately, the education system raises individuals with external control, and the student shows low success because he does not develop internal motivation." (L.4).

Among the other factors affecting student academic optimism, it was emphasized that the assignment rates in some departments were low, the student did not adapt to the city they lived in, and it changed depending on whether the student was valued or not.

"I see that the students are not motivated for the lessons due to the low intake of teachers in some departments." (L.1).

"For one thing, grade anxiety increases his/her performance, and the student is very impressed by the fact that the teacher takes his lesson seriously. I think grade anxiety is the most important factor." (L.7).

"It is very important to care about the student, for example, one of the students said that my teacher said my name for the first time in my 4-year education life. It is necessary to be aware of the names of the students, if you put them in the place of a person, the student's attitude changes." (L.8).

"The student's motivation and interest in the lesson can be determined. Apart from this, factors such as the teacher's attitude, whether the class is crowded or not, and the exam grade are determinative. For example, if the student got a low grade on the visa, he/she performs better after the visa. Or when I say that I will give points for class participation, the student attends the lesson." (L.5).

Findings of the views of the lecturers on the factors affecting the academic optimism of the lecturer

It has been stated that the factors affecting the academic optimism of the lecturers are the personality of the lecturers, his/her workload, the value he/she gives to her profession, the working conditions, and the energy of the student.

"The workload is decisive in the performance of the lecturers. If your workload is low, you inevitably spend more time with your students. However, if a lecturer has a 46-hour course load, you can reduce your qualifications to catch up with this student. If the workload is high, you cannot achieve anything you want, no matter how ideal you are." (L.3)

"Working conditions are very important for a lecturer. For example, how giving can an academic who has been subjected to mobbing can be." (L.1).

"The level of student participation impresses me. If the student is not active in the lesson, my motivation decreases. If the class participation is high, it affects me positively. I try harder for students." (L.2).

"This is a situation that depends on the other party, if the student affects you badly, you teach your lesson accordingly." (L.10).

Findings of the opinions of the lecturers regarding the suggestions given to increase academic optimism

The following statements are among the suggestions given by the lecturers to increase academic optimism.

"The student should be well educated in the previous education steps. For example, the curiosity to learn should be made a habit." (L.4).

"Very strict planning should be done in education faculties; no compromises should be made in terms of academic ethics. If a lecturer who does not have a mastery of expertise enters the course, he cannot dominate the course. It cannot provide education, training, and classroom management. In this sense, whatever the expertise of a lecturer is, he should attend the course in that field." (L.1).

"The lecturer, who is very important, must have the ability to mobilize the student." (L.11).

"If the academician for the coursework gives the important message of my course to the student, the child will feel that he is really special and will be motivated. In this sense, academics should care about their lessons. Apart from this, the evaluation of the course should be done in a way that measures high-level skills." (L.2).

"Teamwork is required in the teaching profession, whereas everyone works individually. Teachers are the people who should bring the culture of working together to individuals. However, when we look at the faculty of education, can we give this? No! We are making students compete. In such an environment, students cannot achieve the culture of working together. In this sense, continuous teamwork should be done and we should also do it in the institution." (L.10).

"We have to give the student something to compete with himself, but what we do is compete with each other. When the student gets a good grade in a crappy exam, he/she says he/she knows a lot, he/she gets happy. If you approach the student with such a perception, for example, we live on taxes and we should

all work for this country. The more we work, the better we develop ourselves, the more developed society we will become. In this direction, the student will work to improve me.” (L.11).

“First of all, the lecturer should be a role model, be able to influence the student, being a role model with field knowledge and general culture level is not only valid for lower levels.” (L.12).

“Currently at universities, like in high schools, the kids are sitting facing each other, which means, I’m mass-producing. This is something that shows the value given to the student, and such an education is not a teacher’s education. The student will discuss, produce and be active in the course, only in this way success will increase. In this regard, it is necessary to reduce the number of students admitted to the departments.” (L.3).

“If The lecturer has a high expectation of success from the student, he/she has high expectations from himself/herself. For example, if the student wants to work, he/she must work first. In this sense, it is necessary to develop high achievement expectations from students.” (L.8).

“The lecturer should make their evaluations fairly. Student success should be appreciated, assessments should be made realistically, for example, if the course is measured with a classical exam, the exam should be done so.” (L.5).

“The student should be valued, cared for, and always be in communication with the student. It is necessary to give students a sense of success, otherwise the student gives up.” (L.6).

“I think there should be a supervisory mechanism, such as whether the lessons are held regularly, for example, student surveys can be supervisory, students are guiding them correctly.” (L.7).

“First of all, it is necessary to be in close relationships with students, there are many factors that prevent learning and analyze them very well and what needs to be done should be done.” (L.11).

“The teacher should deal with the student one-on-one, he/she should research the reason why the student cannot study, or at least he/she should make an effort to see if he/she does not study or if he has problems. The teacher needs to spend time outside of class.” (L.12).

Discussion

This study, it is aimed to evaluate the academic optimism of the lecturers. As a result of the interviews, six themes were determined. The sub-dimensions of academic optimism, collective faculty efficacy, academic emphasis, and faculty trust in students, and parents comprised three of the themes. Among these themes, the other colleagues of the senior lecturers are sufficient for the collective faculty efficacy, while the lecturers with fewer seniority years do not consider collective faculty efficacy. It can be said that there are different interpretations among the lecturer regarding the evaluation of the proficiency of the academicians. Some lecturers could not evaluate their colleagues insufficiently, some adequately and some not. A teacher's beliefs and attitudes have a profound impact on the teacher's role. A teacher's beliefs serve as a guide for his/her thoughts and actions, which are also reflected in his teaching practices and attitudes about his other work (Anwar et al., 2014). In addition, a lecturers with high qualifications makes an effort to increase success by setting achievable expectations for students' learning (Tschannen-Moran, 2004; Woolfolk Hoy, 2012). Therefore, it can be said that the beliefs of the

lecturer towards themselves and other colleagues will direct their behavior and it will be more effortful if they have high expectations for the student.

In the research, it was stated that both the instructors and the students did not show the necessary attention to academic success in the theme of Academic Emphasis. It has been stated that academics put the academic success of the students in second place due to academic concerns, and that collective studies are not in the faculty. It has been stated that the number of students who work to graduate in an equipped way is very few. It has been emphasized that students are evaluated as factors such as passing a grade, raising their grade point average, and being appointed to academic success. Therefore, it can be said that the importance attributed to success in this section is low. The importance attributed to academic success is an organizational feature that emphasizes student success and supports students' higher performance (Smith, & Hoy, 2007).

In the research, it was stated that the expectations of the lecturer for the students were generally low. It has been said that with the increase in student admissions to universities, the admission of students with low scores causes the instructors not to expect much from the students. It was emphasized that the student's performance decreased with the change of the department studied, and factors such as the system's not forcing the students and the attitude of the lecturer towards the course affected the success of the course. In this context, it can be said that the expectation for the student is low. If teachers think that they can affect students' learning, they expect more from students and spend more effort (Tschannen-Moran, & Hoy, 1998).

When we look at the factors affecting the academic optimism of the students, there are expressions such as whether the student is placed in a department suitable for his proficiency and interest, the influence of the lecturer, the culture of the department, and whether he has been appointed in the department. The factors affecting the academic optimism of the lecturer included expressions such as the personality of the lecturer, his/her workload, the value he gave to his profession, working conditions, and the energy of the student. If teachers are optimistic, positive student behaviors are formed by reflecting this on their behaviors (Kurz, 2006). In this context, the factors affecting academic optimism should be identified and minimized.

In the study, several of factors were expressed to increase the academic optimism of the lecturer. Among these suggestions, suggestions such as making strict planning and introducing an inspection system in education faculties, collective work of academics, and less number of students to be admitted to departments were mentioned. Woolfolk Hoy (2012) states that the key concepts in academic optimism are motivation and cooperation. First of all, a culture of collective work should be created to increase the academic optimism of the lecturer in the departments. This study was carried out qualitatively and only in educational sciences in an education faculty. In other studies, other dimensions should be revealed by conducting a different education in faculties.

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