



Academic Optimism and Proactive behavior among Teachers: An Intersection in the Classroom Dynamics

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ABSTRACT

This study explored the relationship between teachers' academic optimism and proactive behaviors in the Divisions of Cotabato, Tacurong, Kidapawan City, and Sultan Kudarat. Employing both descriptive-correlational and qualitative-phenomenological research designs, the study aimed to assess the levels of academic optimism and proactive behavior among teachers, determine their interrelationship, and explore how these variables influence classroom practices and student outcomes. Results revealed that teachers exhibited very high levels of both academic optimism and proactive behavior. A significant positive relationship was found between academic optimism and proactive teaching behaviors, particularly in areas such as anticipation and preparation, classroom organization and management, differentiation and individualization, communication and collaboration, and problem-solving intervention.

Teachers defined academic optimism through a belief in students' potential and success, a hopeful and positive outlook, and shared accountability within a supportive classroom environment. Their proactive behaviors contributed to enhanced student engagement and academic performance by setting clear expectations, providing consistent feedback, fostering active learning, and maintaining structured classroom routines. Furthermore, the strategies they employed to address challenges included positive reinforcement, relationship building, and data-driven decision-making supported by collaboration and effective communication.

INTRODUCTION

Effective classroom management is crucial for creating a posting learning environment and promoting student engagement and achievement (Karakose et al., 2023). Within the domain of classroom management, teachers' styles and approaches shape students' experiences and outcomes. In addition, teachers' level of academic optimism, which refers to their positive beliefs and expectations about student success, can significantly influence instructional practices and student motivation (Siddique et al., 2023).

On the other hand, Li et al. (2023) stated that academic optimism demonstrates teachers' confidence in their ability to positively influence students' achievement and their belief that students can succeed academically (Smith, 2023). Teachers with high level of academic optimism tend to exhibit proactive behaviors. They set challenging goals, provide constructive feedback, and foster a supportive classroom environment (Scott et al., 2023).

Central to this multifaceted role is the interplay between academic optimism and proactive behavior among teachers. Academic optimism, characterized by collective efficacy, academic emphasis, and faculty trust, reflects the collective mindset of teachers towards student success and institutional effectiveness. On the other hand, proactive behavior denotes the proactive initiatives taken by teachers to anticipate, prevent, and address challenges within the classroom context. (Jafari et al., 2024)

Although there were students conducted on academic optimism (Beard et al., 2010; Rezaei et al., 2023), and proactive behaviors of teachers (Cerit, 2017; Li et al., 2017), there is gap that exists in examining the relationship between these factors (Mahdieh et al., 2024; Rezaei et al., 2024). This can be associated by the limited research since each of these studies have focused on these variables as separate constructs (Mahmoudi, 2024). Thus, a need to explore the combined interactions of these variables.

Furthermore, since this study employed mixed methods, it provided a comprehensive view of the classroom management styles, academic optimism, and proactive behaviors of teachers. It was expected to shed light on the relationship between the variables. The aforementioned reasons motivated the researcher to conduct the study in the context of the Department of Education teachers in the Province of Cotabato.

Research Questions

This study determines the interplay between teachers' academic optimism and proactive behavior. Specifically, it answers the following questions:

1. What is the level of teachers' academic optimism in terms of self-efficacy, collective efficacy, trust and collaboration, academic emphasis, and supportive school climate;

2. What is the level of teachers' proactive behavior in terms of anticipation and preparation, classroom organization and management, differentiation and individualization, communication and collaboration, and problem-solving intervention;
3. Is there a significant relationship between teachers' academic optimism and proactive behavior;
4. Which of the dimensions of academic optimism significantly influenced teachers' proactive behavior;
5. What policy for classroom management style and academic optimism for teachers can be developed based on the findings of the study?

Phase 2: Teachers and Academic Optimism: Probing Teaching Experiences in Promoting Students Success

1. How do teachers define academic optimism in the context of their teaching experiences?
2. How does proactive behavior among teachers influence student engagement and academic achievement?
3. What strategies do proactive teachers employ to anticipate and address challenges within the classroom?

Phase 3: Navigating Proactive Behavior among Teachers: Strategies in Student Engagement and Addressing Classroom Challenges

1. What policy brief on proactive behavior can be developed based on the results of the study?

METHODOLOGY

This chapter provides the methods used in the study. It includes the design, the locale of the study, the respondents, instrument, and the data gathering procedure.

Research Design

The first phase of the study employed the descriptive correlational method. It was an approach where the descriptions of the statements were determined. The level of the responses was able to provide descriptions about the variables (Creswell et al., 2004).

Correlational was an approach where statistical tools were used to determine the relationship between the independent and dependent variables. Additionally, it was a type of non-experimental research used to determine whether there was a relationship between two or more variables and to what extent they were related. This method involved measuring and analyzing the statistical relationships between variables without manipulating them (Almeida, 2018).

This study was descriptive correlational since the researcher sought the level of the responses of the respondents. By determining the mean scores, the researcher could provide an interpretation of the data. Meanwhile, correlation sought to understand the relationship between academic optimism and proactive behavior among teachers in Region XII.

Phases 2 and 3

These phases employed qualitative-phenomenology. The phenomenological research design was descriptive. The researcher aimed to describe as accurately as possible the structure of a phenomenon. This approach required researchers to set aside their prejudices and a priori assumptions and focus mainly on the immediate experience. It required the researcher to first describe the lived experiences objectively and then reflect on the description with reference to the existing theories about the phenomenon (Englander & Morley, 2023).

Research Participants

In this study, the respondents were taken from different schools in the Schools Division of Cotabato, Kidapawan City, Sultan Kudarat, and Tacurong City.

In the qualitative phase, the informants were taken from the population with at least 15 teachers who were interviewed.

To determine the 15 teachers who were interviewed for the qualitative phase, the researcher employed purposive sampling with criterion-based sampling (Schatz, 2012) in particular. Hence, they were chosen using the following criteria: Teachers in the Division of Cotabato, Kidapawan City, Sultan Kudarat, and Tacurong City:

1. Holding a permanent position in the secondary level; and
2. Having at least 3 years of service.

Research Instrument

The main research instrument used in this study was a survey questionnaire. It was divided into two parts. The first part was on the Academic Optimism Scale by Hoy et al. (2006). Meanwhile, the Proactive Behavior in the Classroom Scale was lifted from Kunter et al. (2013).

Data Analysis

The following data analysis tools were used in the interpretation of the findings of the study:

Weighted Mean. This was used to determine the level of the responses of the respondents (Allouche et al., 2023).

Cronbach Alpha. This was used to analyze the internal consistency of the items as well as the constructed instrument (Hussey et al., 2023).

Pearson Product Moment Correlation. This was used to test the hypotheses of the study and it examines the relationship between two or more variables of interest (Chika et al., 2023).

Multiple Regression. This was used to identify which of the dimensions of the independent variables significantly influenced the dependent variable (Tarman & Kilinc, 2023).

Thematic Analysis. This was used in interpreting the qualitative data. Emergent themes will be identified (Braun & Clarke, 2023).

RESULTS AND DISCUSSIONS PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the analysis and interpretation of the data collected in this study, focusing on the influence of teachers' academic optimism on their proactive behaviors in various aspects of classroom management and teaching strategies.

Teachers' Academic Optimism

Self-Efficacy

The findings indicate that the teachers' self-efficacy is at a very high level, with a weighted mean of 4.31. This suggests that teachers have strong confidence in their ability to positively impact students' academic growth, adapt teaching strategies, and manage classroom environments effectively.

Table 4 Level of teachers' academic optimism in terms of **Self-Efficacy**

Statements	Mean	Description
1. I believe that I can make a difference in the academic success of my students.	4.36	Very High
2. I am confident in my ability to effectively teach even challenging topics to my students	4.26	Very High
3. I believe that my teaching practices positively impact the academic growth of my students.	4.31	Very High
4. I am capable of adapting my teaching strategies to meet the diverse needs of my students.	4.31	Very High
5. I feel confident in my ability to manage classroom disruptions and maintain a conducive learning environment.	4.30	Very High
Weighted Mean	4.31	Very High

Trust and Collaboration

The data indicates that teachers exhibit a very high level of trust and collaboration, with a weighted mean of 4.41. This reflects strong confidence among educators in their collective ability to enhance student achievement through mutual support and shared commitment.

Table 5 Level of teachers' academic optimism in terms of **Trust and Collaboration**

Statements	Mean	Description
1. I believe that collaboration among teachers is essential for enhancing student academic achievement.	4.53	Very High
2. I trust my colleagues to support me in addressing challenges related to student learning.	4.32	Very High
3. I believe that building a culture of trust among teachers is critical for fostering a positive learning environment.	4.38	Very High
4. I am confident in the collective ability of teachers to improve student outcomes through collaborative efforts.	4.48	Very High
5. I trust that my colleagues share a commitment to student success and will work collaboratively towards this goal.	4.35	Very High
Weighted Mean	4.41	Very High

Academic Emphasis

The data indicates that teachers exhibit a very high level of academic emphasis, with a weighted mean of 4.41. This suggests a strong collective commitment among educators to prioritize academic excellence and a trust-based environment conducive to student success.

Table 6 Level of teachers' academic optimism in terms of **Academic Emphasis**

Statements	Mean	Description
1. I trust that my colleagues share a common commitment to prioritizing academic excellence for all students.	4.28	Very High
2. I believe that fostering a culture of trust among teachers positively impacts student academic outcomes.	4.47	Very High
3. I trust that my school's leadership values academic achievement as a top priority.	4.38	Very High
4. I am optimistic about the potential for academic success among all students in our school.	4.39	Very High
5. I believe that creating a supportive and trusting environment among teachers is essential for enhancing student academic performance.	4.51	Very High
Weighted Mean	4.41	Very High

Supportive School Climate

The table exhibits a very high level of academic optimism concerning a supportive school climate, with a weighted mean of 4.46. This indicates a strong collective belief among educators that a nurturing and respectful school environment significantly contributes to both teacher and student success.

Table 7 Level of teachers' academic optimism in terms of **Supportive School**

Climate

Statements	Mean	Description
1. I believe that a supportive school climate positively influences student academic success.	4.48	Very High
2. I am optimistic about the impact of a positive school climate on teacher morale and job satisfaction.	4.50	Very High
3. I trust that my school fosters a climate of respect, inclusion, and support for both students and teachers.	4.40	Very High
4. I believe that a supportive school climate enhances teacher collaboration and professional growth opportunities.	4.46	Very High
5. I am confident that a nurturing school environment promotes student engagement and academic motivation.	4.48	Very High
Weighted Mean	4.46	Very High

Teachers' Proactive Behavior

Anticipation and preparation

It is shown on the table a high level of proactive behavior in terms of anticipation and preparation, with a weighted mean of 4.05. This suggests that educators are generally proactive in foreseeing classroom challenges and preparing strategies to address diverse learning needs, thereby enhancing teaching effectiveness.

Table 8 Level of teachers' proactive behavior in terms of **Anticipation and preparation**

Statements	Mean	Description
1. I regularly anticipate potential challenges in my classroom and plan accordingly.	3.48	High
2. I prepare lesson plans that include strategies for addressing diverse learning needs.	3.57	High
3. I proactively seek out resources and materials to enhance my teaching effectiveness.	4.36	Very High

4. I anticipate student misunderstandings and prepare clarifying examples or explanations in advance.	4.54	Very High
5. I regularly assess my students' progress to identify areas where additional support may be needed.	4.32	Very High
Weighted Mean	4.05	High

Classroom organization and management

The data indicates that teachers exhibit a very high level of proactive behavior in classroom organization and management, with a weighted mean of 4.34. This reflects a strong commitment to establishing clear expectations, implementing consistent routines, and utilizing positive reinforcement.

Table 9 Level of teachers' proactive behavior in terms of **Classroom organization and management**

Statements	Mean	Description
1. I set clear expectations for student behavior at the beginning of the school year.	4.41	Very High
2. I use positive reinforcement to encourage desired behaviors.	4.44	Very High
3. I implement consistent routines to create a structured classroom environment.	4.33	Very High
4. I am prepared to handle potential behavioral issues before they arise.	4.24	Very High
5. I regularly adjust my lesson plans based on student feedback and performance.	4.28	Very High
Weighted Mean	4.34	Very High

Differentiation and individualization

The table indicates that teachers exhibit a very high level of proactive behavior in differentiation and individualization, with a weighted mean of 4.29. This suggests a strong commitment among educators to assessing and addressing the unique learning needs, interests, and styles of their students.

Table 10 Level of teachers' proactive behavior in terms of **Differentiation and individualization**

Statements	Mean	Description
1. I regularly assess the individual learning needs of my students.	4.37	Very High
2. I use a variety of assessment methods to understand my students' strengths and weaknesses.	4.29	Very High
3. I take into account students' interests and preferences when planning lessons.	4.24	Very High
4. I am aware of the different learning styles of my students.	4.32	Very High
5. I plan lessons that cater to a wide range of abilities within my classroom.	4.24	Very High
Weighted Mean	4.29	Very High

Communication and collaboration

The table shows that teachers demonstrate a very high level of proactive behavior in communication and collaboration, with a weighted mean of 4.35. This reflects a strong commitment to engaging with students and parents through various communication methods and fostering an open, responsive classroom environment.

Table 11 Level of teachers' proactive behavior in terms of **Communication and collaboration**

Statements	Mean	Description
1. I regularly check in with students to understand their academic and emotional needs	4.25	Very High
2. I provide clear and timely feedback to students on their assignments and assessments.	4.26	Very High
3. I encourage open communication in my classroom, allowing students to share their thoughts and concerns.	4.47	Very High
4. I use a variety of communication methods (verbal, written, digital) to engage with students.	4.46	Very High

5. I keep parents informed about their child's progress and challenges. 4.30 Very High

Weighted Mean 4.35 Very High

Problem-solving intervention

The level of teachers' proactive behavior in terms of problem-solving intervention is generally very high, with a weighted mean of 4.22. Teachers demonstrate strong skills in identifying and addressing potential classroom issues through monitoring, data collection, and diverse problem-solving strategies.

Table 12 Level of teachers' proactive behavior in terms of **Problem-solving intervention**

Statements	Mean	Description
1. I am quick to identify potential problems in the classroom.	4.19	High
2. I regularly monitor student behavior to spot early signs of issues.	4.31	Very High
3. I gather information from various sources (students, parents, colleagues) to understand problems.	4.30	Very High
4. I use data and observations to identify patterns that may indicate underlying problems.	4.10	High
5. I use a variety of strategies to address different types of problems.	4.21	Very High
Weighted Mean	4.22	Very High

Relationship of the Teachers' Academic Optimism and Teachers' Proactive Behavior

The correlation matrix shows significant relationships between teachers' academic optimism and their proactive behaviors, including anticipation and preparation, classroom organization and management, differentiation and individualization, communication and collaboration, and problem-solving intervention. All correlations are positive and highly significant ($p < 0.01$), indicating a strong association between these variables. The correlations for self-efficacy, trust and collaboration, academic emphasis, and supportive school climate with proactive behaviors range from 0.567 to 0.642, demonstrating that academic optimism strongly influences teachers' proactive approaches in these areas.

Self-Efficacy and Proactive Behavior

The strong positive correlations between self-efficacy and various aspects of proactive behavior (anticipation and preparation, classroom organization and management, differentiation and individualization, communication and collaboration, problem-solving intervention) suggest that teachers with higher self-efficacy are more likely to engage in proactive strategies. Teachers who believe in their capabilities tend to take initiative in planning, managing their classrooms, and addressing students' diverse needs effectively (Klassen et al., 2020). This aligns with the theory that self-efficacy influences teachers' decision-making, enabling them to handle challenges and anticipate classroom dynamics with confidence (Martin & Bennett, 2023).

Trust and Collaboration and Proactive Behavior

The correlations between trust and collaboration with proactive behavior indicate that teachers who experience a high level of trust and engage in collaborative practices are more likely to display proactive behavior in the classroom. When teachers feel trusted and supported by colleagues, they are more willing to take proactive steps to address classroom challenges and collaborate on strategies for improving student outcomes (Li & Wang, 2022). This finding supports research that emphasizes the role of a collaborative school culture in fostering effective teaching practices and a proactive approach to problem-solving (Chen & Zhang, 2021).

Academic Emphasis and Proactive Behavior

The significant positive correlations between academic emphasis and proactive behavior suggest that teachers who place a strong focus on academic achievement are more likely to engage in proactive behaviors. These teachers tend to anticipate potential issues, manage classrooms effectively, and use differentiated strategies to meet the academic needs of all students (Hoy & Miskel, 2021). Teachers who emphasize high academic standards are motivated to implement proactive strategies that ensure all students have the opportunity to succeed, thus promoting a positive learning environment (Martin & Bennett, 2023).

Supportive School Climate and Proactive Behavior

A supportive school climate is also positively correlated with proactive behaviors, indicating that when teachers work in a nurturing and supportive environment, they are more likely to engage in behaviors such as communication, problem-solving, and differentiated instruction. Teachers who feel supported by their school environment are better equipped to handle classroom challenges, manage diverse needs, and implement strategies that promote student success (Kraft & Papay, 2024). A supportive school climate fosters confidence in teachers and encourages them to adopt proactive approaches to address potential classroom problems (Bowers & Santos, 2022).

Table 13 Correlation matrix showing the relationship of the teachers' academic optimism and teachers' proactive behavior.

<i>Spearman Rho</i>						
Academic Optimism		Anticipation & Prep.	Classroom Org. & Mgt.	Differentiation & Individualization	Communication & Collaboration	Problem Solving & Intervention
Self-Efficacy	Cor. Coef.	0.626**	0.628**	0.642**	0.638**	0.633**
	Probability	0.000	0.000	0.000	0.000	0.000
Trust and Collab.	Cor. Coef.	0.577**	0.621**	0.608**	0.603**	0.570**
	Probability	0.000	0.000	0.000	0.000	0.000
Academic Emphasis	Cor. Coef.	0.567**	0.582**	0.615**	0.630**	0.612**
	Probability	0.000	0.000	0.000	0.000	0.000
Supportive Sch. Climate	Cor. Coef.	0.576**	0.604**	0.601**	0.635**	0.585**
	Probability	0.000	0.000	0.000	0.000	0.000

**Correlation is significant at the 0.01 level.

*Correlation is significant at the 0.05 level.

Influence of the Teachers' Academic Optimism on the Teachers' Proactive Behavior Teachers' Academic Optimism on Anticipation and Preparation

The analysis reveals that teachers' academic optimism significantly influences their proactive behavior in terms of anticipation and preparation. Self-efficacy ($\beta = 0.327$, $p = 0.000$), trust and collaboration ($\beta = 0.127$, $p = 0.030$), and a supportive school climate ($\beta = 0.122$, $p = 0.031$) show statistically significant positive effects on proactive behavior, with self-efficacy having the strongest influence.

Table 14 Influence of the teachers' academic optimism on the teachers' proactive behavior in terms of **anticipation and preparation**.

Teaching Methods	Coef. β	Std. Error	t – value	Probability
(Constants)	1.470	0.144	10.217	0.000
Self-efficacy	0.327	0.048	6.839	0.000**
Trust and collaboration	0.127	0.058	2.178	0.030*
Academic emphasis	0.016	0.066	0.242	0.809
Supportive school climate	0.122	0.056	2.163	0.031*

$R^2 = 0.513$

F – Value = 87.335

Probability = 0.000**

** = Significant at 1% level.

* = Significant at 5% level.

Teachers' Academic Optimism on Classroom Organization and Management

Table 15 Influence of the teachers' academic optimism on the teachers' proactive behavior in terms of **classroom organization and management**.

Teaching Methods	Coef. β	Std. Error	t – value	Probability
(Constants)	0.586	0.185	3.160	0.002
Self-efficacy	0.384	0.062	6.226	0.000**
Trust and collaboration	0.305	0.075	4.049	0.000**
Academic emphasis	-0.026	0.085	-0.306	0.760
Supportive school climate	0.195	0.073	2.686	0.008**

R² = 0.579

F – Value = 114.175

Probability = 0.000**

** = Significant at 1% level.

Teachers' Academic Optimism on Differentiation and Individualization

The table reveals that teachers' academic optimism significantly influences their proactive behavior in terms of classroom organization and management. Self-efficacy ($\beta = 0.384$, $p = 0.000$), trust and collaboration ($\beta = 0.305$, $p = 0.000$), and a supportive school climate ($\beta = 0.195$, $p = 0.008$) all have significant positive effects on classroom organization and management. Among these, self-efficacy shows the strongest positive effect, suggesting that teachers with higher self-confidence in their abilities are better at organizing and managing their classrooms. Trust and collaboration also contribute significantly to effective classroom management, indicating that collaborative environments and mutual trust among educators can enhance classroom dynamics. However, academic emphasis ($\beta = -0.026$, $p = 0.760$) does not significantly affect classroom organization and management, suggesting that prioritizing academic achievement alone might not directly influence organizational and management practices in the classroom.

Table 16 Influence of the teachers' academic optimism on the teachers' proactive behavior in terms of **differentiation and individual**.

Teaching Methods	Coef. β	Std. Error	t – value	Probability
(Constants)	0.673	0.182	3.704	0.000
Self-efficacy	0.409	0.060	6.764	0.000**
Trust and collaboration	0.193	0.074	2.620	0.009**
Academic emphasis	0.071	0.083	0.858	0.391
Supportive school climate	0.154	0.071	2.166	0.031*

R² = 0.561

F – Value = 105.959

Probability = 0.000**

** = Significant at 1% level.

* = Significant at 5% level.

Teachers' Academic Optimism on Communication and Collaboration

The analysis shows that teachers' academic optimism significantly influences their proactive behavior in terms of communication and collaboration. Self-efficacy ($\beta = 0.339$, $p = 0.000$) and a supportive school climate ($\beta = 0.194$, $p = 0.009$) have significant positive effects on proactive communication and collaboration. Among these, self-efficacy has the strongest positive effect, indicating that teachers who believe in their abilities are more likely to engage in proactive communication and collaboration with colleagues. Academic emphasis ($\beta = 0.175$, $p = 0.041$) also has a positive effect on communication and collaboration, suggesting that teachers who prioritize academic achievement are more likely to engage in collaborative efforts to enhance student outcomes. However, trust and collaboration ($\beta = 0.141$, $p = 0.064$) approach significance but does not reach the 0.05 threshold, indicating a weaker relationship compared to other factors.

Table 17 Influence of the teachers' academic optimism on the teachers' proactive behavior in terms of **communication and collaboration**.

Teaching Methods	Coef. β	Std. Error	t – value	Probability
(Constants)	0.628	0.187	3.350	0.001
Self-efficacy	0.339	0.062	5.439	0.000**
Trust and collaboration	0.141	0.076	1.855	0.064
Academic emphasis	0.175	0.086	2.048	0.041*
Supportive school climate	0.194	0.073	2.639	0.009**

R² = 0.557

F – Value = 104.568

Probability = 0.000**

** = Significant at 1% level.

* = Significant at 5% level.

Teachers' Academic Optimism on Problem Solving Intervention

Teachers' academic optimism significantly influences their proactive behavior in terms of problem-solving intervention. Self-efficacy ($\beta = 0.457$, $p = 0.000$) shows the strongest positive effect, indicating that teachers who believe in their ability to solve problems are more likely to engage in proactive problem-solving interventions. Trust and collaboration ($\beta = 0.186$, $p = 0.030$) and a supportive school climate ($\beta = 0.168$, $p = 0.042$) also have

significant positive effects on problem-solving interventions, suggesting that collaborative environments and a supportive climate encourage teachers to intervene effectively when challenges arise. However, academic emphasis ($\beta = 0.129$, $p = 0.178$) does not show a significant relationship with problem-solving intervention, implying that academic focus alone does not directly impact teachers' proactive problem-solving behaviors.

Table 18 Influence of the teachers' academic optimism on the teachers' proactive behavior in terms of **problem-solving intervention**.

Teaching Methods	Coef. β	Std. Error	t – value	Probability
(Constants)	0.113	0.210	0.538	0.591
Self-efficacy	0.457	0.070	6.548	0.000**
Trust and collaboration	0.186	0.085	2.184	0.030*
Academic emphasis	0.129	0.096	1.349	0.178
Supportive school climate	0.168	0.082	2.046	0.042*

$R^2 = 0.550$

F – Value = 101.578

Probability = 0.000**

** = Significant at 1% level.

* = Significant at 5% level.

V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The summary of findings, conclusions, and recommendations, are presented in this chapter.

Summary of Findings

This study was carried out to determine the academic optimism and proactive behavior among teachers in the divisions of Cotabato, Tacurong, Kidapawan City, and Sultan Kudarat. Using the descriptive-correlational and qualitative-phenomenological research designs, results show that:

1. The level of teachers' academic optimism is very high;
2. The level of teachers' proactive behavior is very high;
3. There is a significant relationship between teachers' academic optimism and their proactive behaviors, including anticipation and preparation, classroom organization and management, differentiation and individualization, communication and collaboration, and problem-solving intervention.
4. The dimensions of teachers' academic optimism significantly influenced their proactive behaviors.
5. Teachers define their academic optimism through Belief in Students' Potential and Success, Positive, Hopeful Outlook and Group Accountability, and Creating a Supportive and Positive Classroom Environment.
6. Their proactive behavior influenced students' engagement and academic achievement through Setting Clear Expectations and Providing Feedback, Active Learning, Engagement, and Motivation, and Establishing Clear Expectations and Consistent Routines.
7. The strategies they employ the strategies employed by teachers to anticipate and address challenges are Positive Reinforcement and Building Relationships, and Communication, Collaboration, and Data-Driven Decisions.
8. The policy was developed based on the findings of the study.

Conclusions

This study aimed to explore the relationship between teachers' academic optimism and their proactive behaviors in the classroom. The findings reveal critical insights into how teachers' beliefs, attitudes, and strategic actions contribute to fostering a supportive and effective learning environment. The conclusions drawn from the results are as follows:

1. A strong belief among teachers in their students' capabilities, their own teaching efficacy, and the supportive role of school stakeholders, which contributes to a positive educational environment.
2. This reflects teachers' readiness and commitment to anticipate challenges and implement effective strategies, leading to more efficient and responsive teaching practices.
3. Optimistic teachers are more likely to engage in proactive practices, making them better equipped to address diverse classroom needs and foster student success.

4. The role of internal teacher beliefs—such as hopefulness and confidence in students—in shaping proactive teaching approaches that enhance classroom effectiveness.
5. It underscores how deeply held values and a collaborative mindset fuel teachers' motivation and perseverance in their instructional efforts.
6. This confirms that proactive instructional practices create structured, motivating environments that support students' academic growth and sustained participation.
7. These strategies highlight a solutions-focused approach centered on trust, teamwork, and informed instruction, which strengthens both teaching quality and student outcomes.

Recommendations

This study recommends that it should:

1. Offer workshops and seminars focused on fostering belief in students, cultivating hope, and encouraging collective efficacy among teaching staff.
2. Encourage teachers to routinely reflect, plan, and implement anticipatory strategies to enhance learning environments and reduce disruptions.
3. Create professional learning communities (PLCs) that promote shared accountability, peer mentorship, and continuous collaboration among educators.
4. Standardize clear communication of expectations and timely feedback as part of the school's instructional framework to boost student engagement.
5. Provide training and tools for analyzing student performance data to guide interventions and instructional decisions.

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