

عنوان مقاله:

Structural Model of Students' Academic Motivation based on the Teacher-Student Relationship, School Attachment, and Metacognitive Awareness through Self-Mediation

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خلاصه مقاله:

Background: The aim of the present study was to investigate the structural model of student motivation based on the teacher-student relationship, school attachment, and metacognitive awareness through self-mediated disabling. Materials and Methods: The approach used in this analysis was the structural equation modeling correlation. The statistical population of this study included all male and female high school students in the ۲۲۰ Tehran districts in the academic year of ۲۰۱۷-۱۸ in the second year of high school. Based on the table by Jesse and Morgan, stratified random sampling was used to select ۴۸۰ individuals. They were selected and answered the Motivation Questionnaire (AMS), Teacher-Student Relationship (IT-SR), School Attachment (SAQ), Metacognitive Awareness (MAI), and Self-Handicapping Scale (SHS). Pearson correlation with SPSS software version ۲۰ and path analysis with Amos software was used to analyze the data. Results: Demographic findings show that most of the sample cases are boys and ۱۷-year-olds. It can be concluded that Teacher-student relationships has an indirect effect on Academic motivation by mediating role of Self-handicapping ($p < 0.05$). But the indirect relationship between attachment to school with Academic motivation was not confirmed ($p > 0.05$). Conclusion: The results showed that the teacher-student relationship with academic motivation was significant and school attachment has a direct and significant relationship with academic motivation, while the indirect effect was not significant. Also, the relationship between metacognitive awareness and academic motivation with the presence of self-medicated mediation was directly and indirectly significant. Given the importance of the role of the mentioned variables on students' academic motivation, efforts should be made to create conditions for promoting students' academic motivation by creating a supportive and positive, active, and vibrant environment.

کلمات کلیدی:

Handicapped, Motivation, metacognitive awareness, Self-Mediation, Students

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