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The Designing a Model of Effect of Research-Based Teaching Management on Metacognition Management with Mediating Role of Organizational Climate (Case Study: Mazandaran Education Department)

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Research Paper

Abstract

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Purpose: The present study was conducted with the aim of designing a model of the effect of research-oriented teaching management on metacognition management with the mediating role of organizational climate through the research method of mixed exploratory model.

Methodology: In terms of practical purpose and in terms of research method, the research is a mixed qualitative-quantitative one, so that in the qualitative part, the model is identified and in the quantitative part, the model identified in the real statistical population is quantified and placed in the test plant. In the qualitative section, a group of academic experts, organizational experts, and experts related to the research topic, and in the quantitative section, there were 6,420 teachers of girls' and boys' secondary schools in Mazandaran province, in 400 schools. In the qualitative part of the targeted non-random sampling method, 20 people were selected as a statistical sample, and in the quantitative part, with the multi-stage relative cluster sampling method based on Cochran's formula, 364 people were selected as a statistical sample. In the qualitative part, the data were extracted through the implementation of the Delphi technique with a semi-structured and structured questionnaire in four rounds, and in the quantitative part, through the modeling of structural equations with the help of a 96-item researcher-made questionnaire and analyzed using SPSS and AMOS software. and analyzed. The reliability and combined reliability of the components were estimated and confirmed between 0.731 and 0.962 and 0.836 and 0.975, respectively.

Findings: Qualitative findings showed that "research-oriented teaching management" has nine dimensions: learning based on problem solving and research, group and collaborative learning, posing problems and challenging questions, developing social skills, exploration and exploratory approach, creating an environment. based on friendship and intimacy, brainstorming in the direction of creativity and innovation, the role of senses in understanding and communication between course materials and coursework according to the mental and academic conditions of students, "organizational climate", which has seven dimensions: supportive behavior, solidarity and group spirit, intimacy, role clarity, performance-based encouragement, rule-based guidance based on superior instructions and professional and ethical behavior and "transcognition management", which has eight dimensions: self-motivation, self-control, self-observation, self-judgment, self-reaction, goal Placing and managing available resources have been problem-solving strategies in teaching-learning and improving news and situational knowledge.

Conclusion: The results of the quantitative part showed that research-oriented teaching management had a significant effect on metacognitive management and organizational climate, and organizational climate had a significant effect on metacognitive management, and organizational climate played a mediating role in the effect of research-oriented teaching management on metacognitive management.



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Detailed abstract

Purpose: The current research was conducted with the aim of designing a model of the effect of research-oriented teaching management on metacognitive management with the mediating role of organizational climate through the research method of mixed exploratory model. Today, schools should develop research abilities, including critical thinking, problem solving, and creativity of students in what they see, what they hear, and what they read. Today's world is a world of questioning and problem solving. Education and above all teachers should be equipped with the tools of response, which is research and wisdom, and teach this skill to the learners. This work requires learning research. Research-oriented education is the necessity of today's world. New skills are needed in the 21st century. Learning skills that prepare students with competencies and abilities to face challenges caused by uncertainty and a changing world. New research-oriented learning methods prepare students to live and work in a complex information environment. Project-based learning is one of these new approaches. One of the most basic missions of educational planners and administrators is to make education research-oriented. So that the continuation of absenteeism in the learning process will cause insufficient continuation of education. Scientific growth and development is achieved through research, and it is under the protection of the development of research thinking that countries can produce science and thinking instead of consuming other people's ideas. Also, through research thinking in students, it is possible to create intellectual and practical grounds necessary to achieve the long-term goals of education. also; Today and in the third millennium, the progress of organizations depends on the optimal use of their human resources. Paying attention to this huge resource in the field of human resource management and taking into account the needs and problems of employees and establishing a suitable organizational atmosphere and atmosphere in the army is one of the most important factors in the success and progress of any organization. A healthy and favorable atmosphere will surely have a positive effect on professional relationships in schools and have a close and sincere relationship between its members and create a close and sincere relationship between its members, and on the contrary, an unfavorable and unhealthy school organizational atmosphere is possible. It has created an environment full of suspicion and stress in schools and makes any cooperative and group management fail. Also, the organizational atmosphere is the internal characteristics that distinguish one organization from another and influence the behavior of the people of that organization. Various studies have been conducted on the organizational climate and have defined different dimensions for this internal organizational factor. Organizational atmosphere acts as a bridge. On the one hand, there are the tangible and tangible aspects of the organization such as structures, regulations and leadership methods; On the other hand, the personality, spirit and behavior of the employees are located. Organizational atmosphere is made up of certain components or dimensions. Favorable organizational atmosphere can be an important factor in improving the quality of educational activities in school. At the same time, an unfavorable organizational atmosphere in the school can create an environment full of suspicion, enmity and despair, and as a result, it can be the source of negative reactions in teachers. Finally, it should be said that one of the most important developments in the second half of the 20th century is the emergence of theories that emphasize the role of higher processes that are effective in controlling and guiding cognitive processes. These higher processes are called metacognition and are considered an important principle in the theories of practical intelligence and information processing. Flavell (1979) knows metacognition about what factors shape a person's cognition

Methodology: In the qualitative part, the statistical community was a group of academic experts, organizational experts and specialists related to the research subject, and in the quantitative part, there were 6420 teachers of girls' and boys' schools of the second year of secondary school in Mazandaran province, in 400 schools. In the qualitative part of the targeted non-random sampling method, 20 people were selected as a statistical sample, and in the quantitative part, with the multi-stage relative cluster sampling method based on Cochran's formula, 364 people were selected as a statistical sample. In the qualitative part, the data were extracted through the implementation of the Delphi technique with a semi-structured and structured questionnaire in four rounds, and in

the quantitative part, through the modeling of structural equations with the help of a 96-item researcher-made questionnaire and analyzed using SPSS and AMOS software. and analyzed. The reliability and combined reliability of the components were estimated and confirmed between 0.731 to 0.962 and 0.836 to 0.975 respectively.

Findings: Qualitative findings showed that "research-oriented teaching management" has nine dimensions: learning based on problem solving and research, group and collaborative learning, posing problems and challenging questions, developing social skills, exploration and exploratory approach. Creating an environment based on friendship and intimacy, brainstorming in the direction of creativity and innovation, the role of the senses in understanding and communicating between course materials and coursework according to the mental and academic conditions of students, "organizational climate", which has seven dimensions: behavior support, solidarity and group spirit, intimacy, role clarity, performance-based encouragement, rule-based guidance based on superior instructions and professional and ethical behavior and "transcognition management", with eight dimensions: self-motivation, self-control, self-observation, self-judgment, Self-reaction, goal-setting and management of available resources have been problem-solving strategies in teaching-learning and promotion of news and situational knowledge.

Conclusion: The results of the quantitative part showed that research-oriented teaching management on metacognitive management and organizational climate had a significant effect on metacognitive management, and organizational climate played a mediating role in the effect of research-oriented teaching management on metacognitive management.