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The Relationship Transformational Teaching and Academic Performance with the Mediating Role of Academic Passion in Students

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Research Paper

Abstract

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Purpose: Academic performance refers to a person's success in one or more academic subjects, which is measured according to pre-determined criteria and standards. The purpose of this study was to investigate the relationship transformational teaching and academic performance with the mediating role of academic passion in students.

Methodology: The research applied in terms of purpose and method was descriptive, correlational one. The statistical population of this study included 4300 students of at the Secondary school of Neka. The statistical sample was 353 participants that determined by the using Krejcie and Morgan table, and selected by stratified random sampling according to gender. Data were gathered by using three Questionnaires of Pham & Taylor transformational teaching (1999), Schaufeli et al academic performance (2002) & Beauchamp et al (2010) academic passion Questionnaires. Their reliability was calculated to 0.82, 0.86 and 0.82 respectively by the use of Cronbach Alpha. The collected data was used for analyzed by Structural equation modeling using the partial least squares method (PLS).

Findings: The results of this study showed that there is a significant relationship between transformational teaching and academic passion with academic performance. 53.7% of academic performance and 66.5% of academic passion is explained by transformational teaching. And the academic passion variable has a mediator effect on the relationship between transformational teaching and academic performance. Fit indices indicate that the proposed model is an appropriate fit.

Conclusion: Teachers 'use of transformational teaching methods and strengthening students' academic enthusiasm can improve their academic performance.



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Detailed abstract

Purpose: Academic performance is one of the topics of interest in psychology and educational situations that are affected by personal (intrapersonal) and situational (extrapersonal) factors. The meaning of academic performance is the individual's success in one or more subjects and education, which is measured based on predetermined criteria and standards. The academic performance of students is an important issue in educational affairs, which refers to two aspects of their academic progress and failure. Academic progress is success in completing the academic course and academic failure is inability and failure in doing academic affairs. In this way, by identifying the factors affecting the progress and lack of progress of students, measures can be implemented to improve the educational status of students. Academic performance as an output of the educational system is affected by several factors such as self-efficacy, emotional effects, planning, lack of outcome control and motivation. Self-efficacy means having a feeling of confidence in one's ability to respond to academic requirements and educational activities. Emotional effects refer to the student's reaction to a set of emotions such as anxiety and worry, which causes him to be aroused. Planning means the ability to organize learning activities on a specific and feasible basis, as well as the appropriate use of time to complete educational tasks. Lack of outcome control means believing that increasing the student's activities will not lead to the desired result. Motivation refers to the fact that the reinforcement of behavior is to study more and academic motivation to get higher grades, get a suitable job or simply study to get information and improve skills and general knowledge. Students, as one of the basic elements of the educational system, have a special position and prestige in realizing the goals of education in the society, paying attention to this group of people in the society, in terms of education and training, will make the education system more fruitful and flourishing. Academic progress is a criterion that is considered to measure the achievement of educational goals in educational structures; in fact, the most important objective goal of any educational organization is to improve the academic progress of the learners of that society. Considering the importance of academic performance, it is necessary to identify the factors that influence it.

Methodology: The research was applied in terms of purpose and descriptive in terms of correlation type. The statistical population of this research included 4300 students of the second secondary level of Neka city. A statistical sample of 353 people was selected using the Karjesi and Morgan table and stratified random sampling according to gender. In order to collect data, three questionnaires of transformative teaching, Beauchamp, et al (2010), academic performance by Pham and Taylor (1999), and academic enthusiasm by Shafley, et al (2002) were used. After selecting the sample and inviting the participants to cooperate with the researcher, the research implementation process began. First, according to the subject of the research, before the implementation of the questionnaires, necessary explanations were given to the participants about the confidentiality of the information and that the resulting information will only be used for research purposes, and also in order to respect their privacy, the name and surname Participants were not registered. Also, to ensure the research process, all the questionnaires have been implemented by the researcher himself. Finally, in order to analyze the data, descriptive statistics including mean and standard deviation and inferential statistics including Pearson's correlation coefficient and also for model fit structural equation modeling with partial least squares method and with the help of SPSS 22 and PLS software have been used.

Findings: The research results showed that there is a significant relationship between transformative teaching and academic enthusiasm with academic performance in students ($P < 0.05$) and 53.7% of academic performance and 66.5% of academic enthusiasm are explained by transformative teaching, and the academic enthusiasm variable has a mediating effect on the relationship between transformative teaching and academic performance. Also, the fit indices of the model indicated that the presented model has a good fit. Teachers' use of transformative teaching methods and strengthening students' academic enthusiasm can improve their academic performance.

Conclusion: One of the variables that affect the academic performance of students in the current study is transformative teaching; therefore, students need transformative teaching to successfully solve academic issues and problems in the classroom. In general, the transformative teaching method, due to its positive aspects, such as creating academic satisfaction, academic motivation and commitment to study in students, provides the means to improve their teaching-learning process and encourages students to work beyond their expectations. In such a situation, students are encouraged to achieve their academic goals instead of short-term individual benefits. Teachers who use a transformative teaching model in the classroom are accepted by students with the influence of their ideals; Then they draw the educational content by creating and expressing an inspiring vision for the students' academic future, and by supporting the students and giving them timely education, they provide more favorable situations for solving educational problems and problems, and also strengthen creativity and innovation among the students. They encourage such teachers, by understanding the wishes, capabilities and

different needs of each student; create an emotional relationship between themselves and the students. Also, the results of path analysis showed that academic enthusiasm plays a mediating role in the relationship between transformative teaching and academic performance in students. Based on this, it can be concluded that in addition to transformative teaching, academic enthusiasm can also help to improve and strengthen the academic performance of students in schools. Academic enthusiasm is considered as an important and influential factor in the teaching-learning process as well as a strengthening force for students' academic performance. Learners who are enthusiastic and interested in learning participate more in classroom activities and enjoy doing homework and focus more on solving problems and issues related to academic performance and show more commitment to the rules and regulations of the school environment, and with the emergence of adaptive and desirable behaviors and the feeling of interest and satisfaction in relation to academic and educational subjects, they prevent the emergence of factors that disrupt their academic performance. Therefore, by strengthening academic enthusiasm in students, we can help them to improve their academic performance by overcoming educational issues and problems. Education managers should pay serious attention to the use of transformational teaching methods by teachers in the teaching-learning process, and in this regard, prepare appropriate plans in the form of holding regular educational workshops for teachers. By using this method and by strengthening and developing various educational activities for the students, the teachers can provide the basis for improvement and promotion of the academic performance of the students.

Key words: Transformative Teaching, Academic Performance, Academic Enthusiasm, Students