

Quality of Curriculum and Academic Engagement: Studying the Mediating Role of Psychological Self-efficacy

Abdol Naser Javan Mojarrad*

Ali Akbar Sheikhi Fini**

Hosein Zeinipour***

Abbas Abolghasemi****

Introduction

Curriculum as an essential element of any field of study affects the level of academic engagement of students. Overall, studies show that both quality of curriculum and self-efficacy play a role in students' academic engagement, but psychological self-efficacy seems to play a mediating role in the relationship between quality of curriculum and academic engagement. Therefore, the present study was conducted to investigate the relationship between quality of curriculum and academic engagement with the mediating role of students' psychological self-efficacy.

Method

This study was a descriptive-correlation (prediction). one the statistical population was all undergraduate students of Guilan University in the academic year of 2018-2019. The research sample includes 600 undergraduate students who were selected by cluster random sampling. From different faculties, 6 faculties were selected (technical and engineering, Sciences, agriculture, natural resources, physical education, and architecture). For data collection, quality of curriculum questionnaire (Clark, 2008), academic engagement scale (Fredericks et al. 2004) and psychological capital questionnaire (Luthans et al. 2007) were used. The obtained data were analyzed using AMOS-24 statistical software a path model approach and with Pearson correlation coefficient.

* Ph.D. Student, University of Hormozghan, Bandar Abbas, Iran.

** Associate Professor, University of Hormozghan, Bandar Abbas, Iran. *Corresponding Author:* fini2013@hormozgan.ac.ir

*** Assistant Professor, University of Hormozghan, Bandar Abbas, Iran.

**** Professor, University of Guilan, Rasht, Iran.

Results

The path coefficient between quality of curriculum and psychological self-efficacy explains about 25% of the variance in psychological self-efficacy; also, the path coefficient between psychological self-efficacy and academic engagement explains about 23% of the variance in academic engagement. Therefore, path coefficients are significant ($p < 0.05$). In addition, with the presence of psychological self-efficacy variable, the path coefficient between quality of curriculum and academic engagement was significantly reduced ($\beta = 0.32, p < 0.01$). But the significance of the indirect path model between the quality of curriculum and academic engagement indicates the existence of a partial mediation role between them. Thus, the partial mediation role of psychological self-efficacy is confirmed.

Discussion

This result can be explained by the fact that self-sufficient people think that they can achieve the desired result in performing an activity and in this case, students value academic activities and their academic engagement increases. Therefore, people who consider themselves more confident and capable in doing academic work, compared to others, have a strong academic self-concept, their academic achievement increases, as a result. Over time, the student feels that the learning environment is a good place to progress. Therefore, student is eager to stay in the university and do academic activities and participate in affairs. Also, this desire and engagement leads to further growth of the academic self-concept. In the long run, it leads to more success. This encourages students to stay in the university and invest more in education. As a result, it increases students' academic engagement. In general, it can be concluded that educational systems can provide academic engagement in students by improving the quality of curriculum and the sense of psychological self-efficacy in them, and remove the atmosphere of universities and classrooms from apathy, discouragement and despair.

Keywords: quality of curriculum, self-efficacy, academic engagement.

Author Contributions: Abdolnasser Javanmojarad, general framework planning, subjects collection and analyzing, submission and correction, and corresponding author. Dr. Aliakbar shaikhi fini, collaboration in general framework planning, selection of approaches; final review. Dr. Abbas Abolgasemi & Dr. Hossain Zeinalipour, results analysis and conclusions. All authors discussed the results, reviewed and approved the final version of the manuscript.

Acknowledgments: The authors thank all colleagues who have participated in this research.

Conflicts of Interest: The authors declare there is no conflict of interest in this article. This article extracted from the phd. thesis, with the guidance of Dr. Aliakbar shaikhi fini and with the consultation of Dr. Abbas Abolgasemi & Dr. Hossain Zainanipour

Funding: This article did not receive financial support.
