

Educational Consequences Model of Secondary High School Students According to the Effects of Teacher-student and Teacher-parent Relationships by Mediating Role of Metacognitive Awareness

Marzieh Arghavani*

Ghasem Ahi**, Mohamad hasan Qanifar***

Fatemeh Shahabizadeh****, Reza Dastgerdi*****

Introduction

The present research was conducted with the aim of investigating the teacher-student and teacher-parent relationships on academic outcomes by mediating the role of metacognitive awareness. The interaction of teacher-student relationships and cognitive and metacognitive strategies plays an important role in increasing the quality of the educational environment and improving learning and performance of learners. Another factor is the significant effect of teacher-parent relationships and parental involvement on students' learning and developmental and academic processes. Utilizing cognitive and metacognitive strategies is one of the individual characteristics that are strongly affected by the learning and classroom environment and affects a person's performance and academic success, and according to Martin's model of motivation and involvement, it can act as a mediator between teacher-student and teacher-parent relationship along with educational consequences.

Method

The current research was a descriptive-correlation type. The statistical population included all the students of the second secondary level of Birjand city and one of their parents in the academic year in 1398-99. The studied sample included 392 students (254 girls, 138 boys) and one of their parents, who were

* Phd in Educational Psychology, Department of Psychology, Birjand Branch, Islamic Azad University, Birjand, Iran.

** Assistant Professor, Department of Psychology, Birjand Branch, Islamic Azad University, Birjand, Iran. *Corresponding Author:* ahigh1356@yahoo.com

*** Assistant Professor, Department of Psychology, Birjand Branch, Islamic Azad University, Birjand, Iran.

**** Associate Professor, Department of Psychology, Birjand Branch, Islamic Azad University, Birjand, Iran.

***** Assistant Professor of Psychology, School of Allied Medical Sciences, Cardiovascular Diseases Research Center, Birjand University of Medical Sciences, Birjand, Iran.

selected by random multi-stage cluster sampling. Data using tools, teacher-student relationship Murray & Zvoch, teacher-parent relationship Vickers & Minke, metacognitive awareness Schraw & Dennison, academic vitality Dehghanizadeh & Chari, perceived learning subscale Alavi, and Marks, planning for graduation subscale of the National Questionnaire of Student Engagement (NSSE), readiness to enter university student subscale Sokol, and happiness subscale and behavior in the classroom of the National Educational Progress Assessment Questionnaire Blazar & Kraft. For collected and analyzed the data using structural equation modeling and path analysis.

Results

The findings showed that the direct effect of the teacher-student and teacher-parent relationship on metacognitive awareness is positive and significant and on academic consequences is positive and non-significant. Metacognitive awareness directly, positively, and significantly affects on academic consequences. Also, the indirect effect of teacher-student and teacher-parent relationships on academic consequences through metacognitive awareness is positive and significant. The overall effects of the teacher-student and teacher-parent relationship on academic consequences through metacognitive awareness are positive and significant

Conclusion

The findings of this study, influenced by the ecological theory and the teacher's interpersonal behavior model along with a metacognitive orientation based on the social constructivist perspective showed that students' academic consequences are affected by both mesosystem and exosystem level variables, also the important role of teacher-student, teacher-parents, and metacognitive awareness as a mediator in these relationships in improving the educational consequences. Based on these findings, teachers and parents are recommended to pay attention to the elements of metacognitive awareness in the development of student's academic skills to help them become metacognitive experts who are aware of their thinking processes and self-regulated learning skills.

Keywords: Educational consequences, Metacognitive awareness, Teacher-student relationship, Teacher-parent relationship

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