

Developing the Causal Model of Students' Academic Engagement in Cyberspace Based on Parent's Meta-Emotions, Family Communication Patterns and Academic Emotions

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Introduction

E-learning, as an alternative to classical education in class, enables students to access information without time limitation and geographical limitations (Al-Samarai, 2016). Although e-learning makes interaction and active learning possible, one of the challenges e-learning confronts with them is the real level of learners' engagement in academic tasks and their real learning and academic achievement. of course, from the start of e-learning formation, this issue has been a concern and also a constant contemplative question. But, in a recent year, with the prevalence of coronavirus and thereby the pervasiveness of e-learning, learners' academic engagement issues in the online space have been questioned by custodians, parents, teachers, and all individuals involved in education. So, the purpose of the present research is to develop a causal model of students' academic engagement in cyberspace based on parents' meta-emotions, Family Communication Patterns and academic emotions.

Method

Therefore, the type of research is descriptive-correlational. The statistical population of this study includes all secondary school students in Tehran. The sample size is equal to 400 high school students, who were selected from the

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statistical population by available sampling. The instruments used were the Family Pattern Communication Questionnaire (RFCP), Rio & Tsang (AES), Swayne Bourne's Parents' Farahijani Perspective (SMEPS), Packran, Goetz, and Perry (2005). The obtained data were analyzed by the structural equation method and PLS3 software.

Results

The results showed that 38% of the changes in the variables of positive emotions and 23% of negative emotions are explained by the variables of communicative communication pattern, conformity communication pattern, Farahijani perspective of leadership, Farahijani perspective of consciousness. Also, 47% of the changes in the academic engagement variable are explained by the variables of conversational communication pattern, conformity communication model, Farahijani perspective of leadership, Farahijani view of consciousness, positive emotions and negative emotions. The value of Q2 related to the structure of positive emotions, negative emotions and academic engagement is 0.32, 0.13 and 0.27, respectively, which indicates the proper fit of the structural model and confirms the proper fit of the structural model of the research.

Discussion

From the results of the present study, it is concluded that the academic performance of students in the context of e-learning depends on a set of internal and external factors, and to address the challenges of e-learning, a set of these factors should be considered.

Keywords: Academic emotions, Academic engagement, Cyberspace, Family Communication Patterns, Parent's meta-emotions

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