

Structural Relationships of Graduate Student Research Performance with Teachers' Educational Performance: The Mediating Role of Student Achievement Motivation and Academic Self-Esteem

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Abstract

Background and Objective: The production of science and research has always been one of the indicators of scientific progress that advances social, economic, social, cultural, and so on. The purpose of this study was to investigate the structural relationships between the performance variables of graduate students' performance with the performance of faculty members with the role of intermediate motivation for academic achievement and self-efficacy of students.

Materials and Methods: The design of this research was relational. The statistical population of the study was all postgraduate students of the University of Tehran during the academic year of 1969-98. A total of 648 people were selected through stratified sampling. The research tools were questionnaire of student evaluation of teachers' educational performance, Educational Achievement Motivation Questionnaire, Commodity Inventory Questionnaire and Research Performance Questionnaire. The data was compiled using two spss and lisrel software.

Results: The mean and standard deviation of students' research performance from 24 points were 4.77 ± 2.61 . The structural effect of academic achievement motivation on self-efficacy and research performance was significant. The effect of teacher training performance on students' research performance was significant. The value of 0.17 of variance of research performance by model variables, 0.31 of self-efficacy variable was explained by the variable of motivation of academic achievement and teaching performance of faculty members, and 0.57 of the motivation variable of academic achievement was explained by the teacher's educational performance variable. The effect of educational performance of faculty members on the motivation of academic achievement and self-efficacy was significant on student's research performance.

Conclusion: It can be concluded that the performance of teaching faculty is one of the important variables on other important educational structures of the students.

Keywords: Research, Educational performance of professors, Educational achievement motivation, Self-efficacy, Students

Background and Objective

Living with a chronic medical condition is often accompanied by low self-esteem, a diminished sense of personal worth, and lower self-efficacy, a diminished sense of one's ability to influence behavioral outcomes. This can significantly affect health-related quality of life and wellbeing, with low self-esteem and self-efficacy contributing to poor coping, helplessness, a decrease in positive health behaviors, and increased risk of comorbidities. Thus, it becomes important to promote self-esteem and empowerment over one's condition. Despite the fact that the student's research performance can be influenced by his own self-efficacy, and also influenced by his motivation for higher education and academic achievement and academic positions, it can be reasonably affected by the amount of training They will also be able to carry out research activities and achievements. Teachers' teaching performance can affect many domains and variables, including the self-efficacy of students themselves, as well as the creation, promotion or mitigation of their motivation.

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In this context, both theoretical foundations and the research basis are confirmed. Educational performance is related to the learning of students, so that if teaching can not produce meaningful and meaningful learning in learners, education has diverted from its main path¹. Generally, university professors have three educational, research and executive functions. Educational and research performance is more important². In most assessment forms that measure the performance of professors, this concept is in terms of the ability to transfer students' content properly, mastering the content of the course, the power of organizing and managing the class, the level of familiarity with modern teaching knowledge, the systematic and planned organization In the class, having interaction in dealing with students, access to professors by students, paying attention to the importance of the student-centered concept, the possibility of providing counseling and guidance to students, having gravity and rational repulsion in dealing with students, being criticized, etc³. (Office of Oversight and Quality Assurance and Higher Education). Salimi and God state that most people at university and faculty and postgraduate students believe that research is formed by appropriate teaching and teaching practice, and good research requires good teaching⁴. Lindsay, & Breen, and Jenkins have shown that there is a coherent, mutual, and synergistic relationship between research and teaching⁵. Jenkins et al, have shown that proper research is needed to conduct good research, and appropriate research and self-reliance must be provided for proper teaching⁶. Some studies have also shown that teaching and research are not necessarily related. For example, step by step research, 7. Rezaei et al, has shown that there is a conflict between teaching and research in terms of the share of time, incentive and reward⁷. Nature shows that the structure of rewards and enthusiasm is different in research and teaching activities⁸. Sha'bani et al, in a study

on undergraduate Australian university academics, have shown that the relationship between research and teaching at both levels of the individual and organization has a negative or unstable correlation⁹. A summary of theoretical and research foundations suggests that research performance of postgraduate students can be influenced by several constructions. In this context, the first variable to be considered is the amount of education and learning to do the research, so the performance of the university professors is a first-class structure in the student's research performance. Divine Grace, Saif Allah & Karimzadeh, Mansoureh and Mohseni, Nick Farshad & Kouhy Mofatkheri Esfahani, Mansoureh et al have shown that academic performance of professors affects students' research performance¹⁰⁻¹². However, several step-by-step researches such as Mansouri & Miri, Mohammad Reza and Dari, Gholamrezahave shown that student research performance is not affected by the teaching performance of professors¹³⁻¹⁵. Positive research performance or negative research performance of students, in addition to being affected by learning from research, can be influenced by the student's academic achievement motivation. Teachers and educational system may provide students with appropriate conditions and training, but students do not have the motivation to study or, in other words, to motivate academic achievement and for reasons that are not interested in continuing education or production of science, these reasons can vary and have a wide range of Either, such as proof of degree, lack of interest in education, or field of study, etc¹⁶⁻¹⁹. Researches such as Bandura have shown that Motivation can affect research performance. In another direction, appropriate education may be received, there is a motivation for academic achievement, but student self-efficacy is low and this results in poor performance of students; on the other hand, self-efficacy may even be appropriate for academic research, and self-efficacy for

research is low (20-23). And thus the research performance is affected. Self-efficacy, which can affect research performance, is affected by the academic performance of teachers and the quality and quality of in-service training received from university professors, as well as influenced by the student's motivation to progress²⁴. Regarding existing research gaps, studying the research performance of the students influenced by the teaching of university professors and also influenced by

the student himself in the form of a multi-lateral model of structural equations can clarify the new dimensions of research performance²⁵⁻²⁸. Therefore, in this research, the relationship between performance A research with academic performance of professors, motivation for students' academic achievement with intermediate role of self-efficacy has been studied.

The conceptual model of the research is as follows (Figure 1):

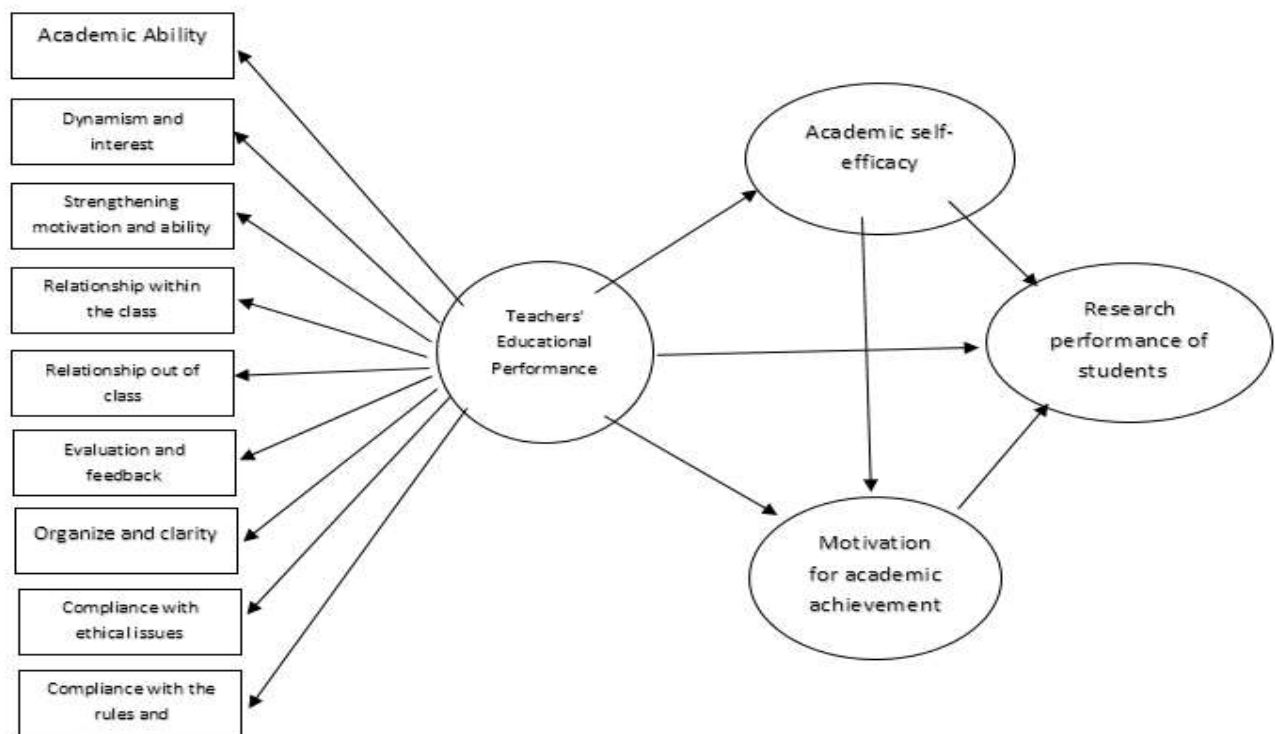


Figure 1. The conceptual model

Method

This research was descriptive, with a correlation and purposeful design. The statistical population of this study included all graduate students (master's degree) of the University of Tehran in the academic year 2019.

The sampling of this research was based on a classical method based on the faculty. For this

purpose, the list of all graduate students (semester 2 students after the master's degree) was extracted according to the report and statistics of the general education department. To determine the sample size Given the fact that the data analysis method was path analysis, Gillespie states that the sample size is determined according to the number of parameters to be estimated, which is the sample ratio Enter the parameter at least 5 to 1^{29,30}. Therefore, in this research, 648

undergraduate students were selected from the college and completed the research questionnaires. Access to sample individuals was at the college and in the classroom. According to the required number of samples, from among 10 colleges and in proportion to the population of graduate students of that faculty, the sample was sampled in comparison with the total number of samples³¹⁻³⁴. The number extracted for each faculty was also divided into the number of students in different fields of study (second semester), and finally, by chance and by lot, from the list of students selected by each student, invited students to collaborate And sampling and completing research tools³⁵.

The criteria for entering this research include: 1. Master students are not training courses, because the expectation of research is less than these students and it is likely that they will not be under the influence of this, 2. Master's degree students The second one is due to the fact that students in the first or second semester of study are studying or passing research units and are not expected to do research work from a semester 1 or 2 students, 3 - students effectively and full time In classrooms, because of the training of professors as one of the variables 4. One of the other criteria for sampling is students who have a higher education (ie Ph.D. or Ph.D.), because this criterion may be influenced by the variable of motivation Academic achievement. 5. Among other criteria for research, students were not at retirement age, because the dynamics and motivations of academic achievement may be affected by the limited career or scientific progress. These criteria were evaluated when the questionnaires were distributed, and the delivery of questionnaires to the subjects was refused.

Research tools:

1- Self-efficacy questionnaire. Self-efficacy scale of self-designed Self and Foreman is designed to measure students' academic self-

efficacy beliefs. This test has 33 questions and is scored with a Likert scale of 5 degrees from very low to very high 1 to 5. To be The 28th questionnaire is related to the laboratory and, according to the research sample, which did not have laboratory lessons, this phrase was deleted. So the score for this tool is from 32 to 160. In Iran, the internal consistency of Cronbach alpha was 0.91 for male students and 90% for female students^{36,37}.

2- Iranian Student Assessment Questionnaire (ISEEQ): This questionnaire was designed to evaluate students' educational qualities by Phillips, & Russell³⁸. This questionnaire was developed and validated by 962 students from state universities in Tehran. This scale has 10 factors. These factors under the heading of academic ability, dynamism and interest, the motivation and abilities of students, the quality of student and student communication in the classroom, the quality of human contact between the teacher and the student outside the classroom, assessment and feedback, organization (clarity), Observance of ethical issues, observance of the educational order and satisfaction of the professor. In this research, factor 10 was not used because the questions were public. It is graded with a Likert Spectrum of 5 degrees from 1 (up to 20% satisfaction) to 5 (up to 100% satisfaction). Scale score was from 71 to 355 and in this research 65 to 335 were used because 65 questions were used. The smallest alpha coefficient after ethics issues (0.61) belongs to the discipline and educational regulations equal to 0.69 with 3 questions and the largest alpha coefficient belonging to the academic ability factor is 0.91 with 18 questions. The total reliability of the questionnaire was 0.97 which is significant³⁹⁻⁴⁰.

3. The Progressive Motivation Questionnaire: This is a Ramsden & Moses This test is 29 questions. Scoring the questionnaire is done according to the 9 characteristics that the questions are based on. Some questions are presented positively and others are negatively

presented. The scores of the questionnaire range from 29 to 116. In addition, in a Hermann study, there is a correlation coefficient between this questionnaire and the subject matter test (TAT)⁴¹. Robertson & Bond used to calculate the validity of content validity based on previous research on the motivation for progress, and he also calculated the correlation coefficient of each question with progressive behaviors. The coefficients of the questionnaire in the range of 0.20-0.75, respectively. Using a re-test method, the main questionnaire was returned to the students after three weeks. The obtained reliability coefficient was 0.84⁴².

4- Research Performance Measurement Questionnaire: This tool is designed by Roth et al to measure student research performance. This tool has 24 questions. Scoring this scale is by noticing the abundance of various research activities of the 24th. Scoring is 0 and 1, so the score range is 0 to 24. This one-factor tool has been reported under the title Research Performance⁴³⁻⁴⁶. The basis of this tool is the number of voluntary classroom seminars, the compilation and translation of the book and critique, the scientific editing of the book, the publication of the article in domestic and foreign publications, the presentation of the paper at internal and external conferences, the translation of the article, the conduct of research projects, participation in scientific assemblies Art works, inventions, innovations, and the organization of research exhibitions, technology, art, national and international conferences, the design and installation of a laboratory or a workshop. Validity and reliability of this tool have been approved by the developer. The internal consistency of the tool is obtained by the Cronbach alpha 87 / 0⁴⁷⁻⁴⁹.

Results

Before analyzing the inferential statistics, the statistical assumptions were examined. The charts of residual values showed that this index has a normal distribution. The linearization assumption of the relationship between the research variables was investigated by the Scatter diagram, and showed that the relationship between the variables of the research performance of the students and the exogenous and intrinsic variables affecting it linearly was investigated. Also, the value of the tolerance and vif index for checking the hypothesis of multiple non-coherence was investigated and these values indicated that the desired assumption is bullish ($vif > 2$). The assumption of independence of errors was also examined by the Watson camera index and showed that the above assumption is also present ($DW > 2$).

(Table 1) shows that out of the eight variables, the variable indicates the performance of teachers' teaching, the variable indicating out-of-class relationships with the student in the model of this study, does not significantly affect the educational variables ($T > 1/96$). Of the seven variables, the other indicators are respectively the variables indicating the academic ability of the faculty, increasing the motivation of the students by the faculty, the interrelations between the faculty members and the students, the ethics, the assessment and the proper organization of teaching the most to the least significant factor load on the variables of the performance of the teachers' $T > 1/96$).

Table 1. Factor loads of variables indicating the performance of teacher training on this structure

Discipline	Ethics	Organize	Evaluation	External class relations	class relations	Increasing the motivation	Dynamics	Ability	Row
Constant	2.10	0.91	1.10	0.13	3.25	3.22	2.47	6.70	Constant
	0.26	0.14	0.17	0.12	0.36	0.36	0.28	0.74	Error S
8.07	8.07	6.21	6.26	1.01	8.88	8.91	8.59	8.98	T Value
0.37	0.54	0.33	0.33	0.04	0.72	0.73	0.64	0.76	Beta

Findings of (Table 2) show that the structural effect of in-dependent variables of self-efficacy and academic achievement motivation on student's research performance is significant ($T > 1.96$). Also, the structural effect of intrinsic variable of student self-efficacy on student's academic achievement motivation was significant ($T > 1.96$). Also,

the structural effect of the self-efficacy variable on student's research performance variables, which is mediated by the variable of motivation of academic achievement (total structural effect), is significant ($T > 1.96$). Standard values show that the motivational variables of academic achievement have a (significant) effect on students' research performance more than self-efficacy.

Table 2. Structural relations of intrinsic variables on the intrinsic

Effects of total self-efficacy on research performance	The effect of self-efficacy on student's academic motivation	The effect of educational achievement motivation on students' research performance	The Effect of Self-efficacy on Students Research Performance	Row
--	0.076	0.032	0.023	Constant
0.008	0.037	0.11	0.008	Error S
2.52	2.02	2.80	2.20	T Value
0.129	0.075	0.178	0.129	Beta

(Table 3) shows the structural relationships of extrinsic variables on the academic performance of instructors on in-dependent variables. The findings show that the structural effect of extrinsic variables on the performance of educational teachers on all three variables is the intrinsic variables of research performance, academic achievement motivation and academic self-efficacy of

students ($T > 1.96$). Teachers' educational performance has the most to the least significant effects on student performance through two variables: academic achievement motivation and academic self-efficacy, academic achievement motivation, academic self-efficacy and academic performance of students.

Table 3. Structural Relationships Excessive Variable Performance of Instructor Teachers on Intravenous

The effect of the whole (indirect) teaching of faculty members on the research performance of students	Teachers' Educational Effects on Student Achievement Motivation	The Effect of Educational Teachers on Academic Self-Esteem	Teachers' Educational Effects on Student Research Performance	Row
--	0.076	0.032	0.023	Constant
0.008	0.037	0.11	0.008	Error S
2.52	2.02	2.80	2.20	T Value
0.129	0.075	0.178	0.129	Beta

Discussion

In order to investigate the desirable fit of data with the research model, multiple indices were investigated. The ratio of Xi to non-significant degree of freedom, the fitting goodness index was 762, the adjusted fit goodness (AGFI) was 0.637, the root of the second approximation error variance (RMSEA) less than 0.05, the mean square root Residual (SRMR) of 0.1, suggest that the data is grateful to the proposed research model. Also, the Normative Fitness Index (NFI) and (CFI) for comparing and evaluating the difference between the proposed model and the base line model with a value of 0.65 and a significant value of 0.003 and 0.001 respectively indicate that the proposed model with a model There is no significant relationship between the variables of the proposed research. Being afflicted with a chronic mental or physical condition, such as depression, diabetes, or other long-term illness, presents a myriad of difficulties that significantly impact quality of life. In addition to physical symptoms that interfere with daily activities, one faces a range of psychosocial difficulties. Common sources of distress include unmet emotional support needs, feelings of loss or alienation, and tolls on finances, work, and leisure.

Academic inertia may also be due to student evidence. Today, given the easier entry of graduate students or undergraduate graduates to postgraduate courses, it can be seen from

experience that a significant number of people with a bachelor's degree are solely for Obtaining a Master Degree degree in a variety of ways, such as competing or keeping away from all friends and relatives, providing proof of promotion, raising the rates of incomes and income, obtaining licenses such as temporary expenses from the country with a temporary exemption from the military service for Gentlemen, etc., continue to study, in this The state (ie, continuing education in postgraduate education with goals other than the incentive for academic and scientific progress) is aimed at research and production of science for the student meaningless and worthless, and merely obtaining acceptable grades for obtaining a degree is sufficient^{50,51}. Therefore, it is evident that the lack of motivation for academic achievement and continuing education for a purpose other than it will weaken the research performance of the students and will close to zero, and in the opposite case, students who have an academic achievement motivation and who are motivated to enter higher academic levels such as PhD, Post-doctoral degree, membership of the faculty, membership of research institutes and organizations, etc., will show more and more research performance. state that postgraduate students are required to attend educational and research units during their studies, as well as one of the requirements for entering higher education or higher education level for these students, conducting research works Therefore, the student who has the motivation to progress to higher education

levels will be more researching and researching, and in this way, students with higher academic motivation will achieve higher abilities in research and research; consequently, higher research performance. They get Structural relations of research showed that the feeling of academic self-efficacy predicts the motivation of academic achievement positively and significantly. This result was consistent with previous studies⁵².

Conclusion

This result is in line with the results of the prominent climber. As mentioned, the self-efficacy of a person's belief or judgment of one's ability to perform a homework or work is said, so self-efficacious individuals are certain that they are doing a specific assignment and expecting positive outcomes. An expression is motivated to do homework, and people with low self-efficacy do not profit because they think they are not capable of doing their jobs, because they believe they will not have any good work

Competing Interests

The authors declare no competing interests.

Authors' Contributions

The authors contributed equally to the writing of the article

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