The Relationship Between The Teacher's Perceived Support And Achievement Motivation With An Emphasis on Self-Efficacy And Academic Optimism In School

Abdullah Mahmoudkhan[1], Yahya Yar Ahmadi*[2], Hamza Ahmadian[3], Mahmoud Guderzi[4]

Abstract:

Nowadays, the role of motivation is important in all activities, including education and achieving academic progress, and it is necessary to analyze it. Therefore, the purpose of this study was to examine the causal model of academic motivation based on perceived teacher support and academic optimism, the mediating role of academic self-efficacy and the effectiveness of the educational program derived from the model on students' academic engagement. As the results showed, the level of academic achievement motivation, perceived teacher support, academic optimism, academic self-efficacy and academic involvement of girls was slightly higher than that of boys, but this difference was not statistically significant. Also, from the students' point of view, the teacher's perceived support on the motivation to progress and academic self-efficacy; Academic optimism affects the motivation to progress and academic self-efficacy affects the academic motivation of students. The research method in this combined article includes; The descriptive method is of correlation type and it is a semi-experimental method with a pre-test-post-test design with a control group. The result of this research contains the statement of the relationship between students' academic motivation based on perceived social support and academic optimism with automatic mediation, which all these factors lead to the explanation of effective academic engagement

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1. PhD student in educational psychology, Sanandaj Branch, Islamic Azad University, Sanandaj, Iran.
2. Assistant Professor, Department of Psychology, Sanandaj Branch, Islamic Azad University, Sanandaj, Iran
*Responsible Author: Email: yyarahmadi@gmail.com.
3. Assistant Professor, Department of Psychology, Sanandaj Branch, Islamic Azad University, Sanandaj, Iran.
4.(Dissertation advisor) Associate Professor, Family Counseling Department, Sanandaj Branch, Islamic Azad University, Sanandaj, Iran

1- Introduction and statement of the problem

One of the subjects studied in the field of educational psychology is and and how to survive the subject being taught, which will be different according to the intended audience or audiences and their individual differences. Therefore, it is necessary to comprehensively understand the set of effective factors for learning and how to motivate each learner in order to achieve the main goal of education, in the sense of real learning. Certainly, one of the effective factors in this field is creating motivation and motivational factors of learners (Goetz, Kronjager, Frenzel, Ludke and Hall, 2010; Tominen-Swini, Salemla-Aru and Naimivirta, 2012).

Academic motivation of learners is one of the most important dimensions of development and improvement of human resources and in the last few decades, educational organizations have attracted the attention of healthy physical and intellectual forces in educational institutions. Also, educational theorists and researchers want research and experimental evidence about the factors influencing academic motivation in different cultures and educational systems to present their ideas about achievement motivation (Zahed Bablan, Pourbahram and Rahmani, 2013). In the education and training system, two main goals are considered. 1- Education is related to learning and academic performance and 2- Education is related to comprehensive growth and flourishing of learners' talents. The more the learners evaluate the learning environment and the class as more positive and satisfactory, the smoother their educational path will be (Kausian, Kadivar and Farzad, 2013). Considering that motivating learners is related to the quality of their performance in the learning environment, it is necessary to create motivation. As a result, in order for learners to perform better in the learning environment, educational authorities must provide the necessary conditions to stimulate them, because the lack of academic motivation can not only affect their academic destiny, but it can also harm their mental health and make them He faces various failures during his studies or after that in his personal and professional life (Marzooghi, Heydari and Heydari, 2013). According to the stated content, the purpose of this research is to express the relationship between students' academic motivation based on perceived social support and academic optimism with automatic mediation, which all these factors lead to the explanation of effective academic engagement.
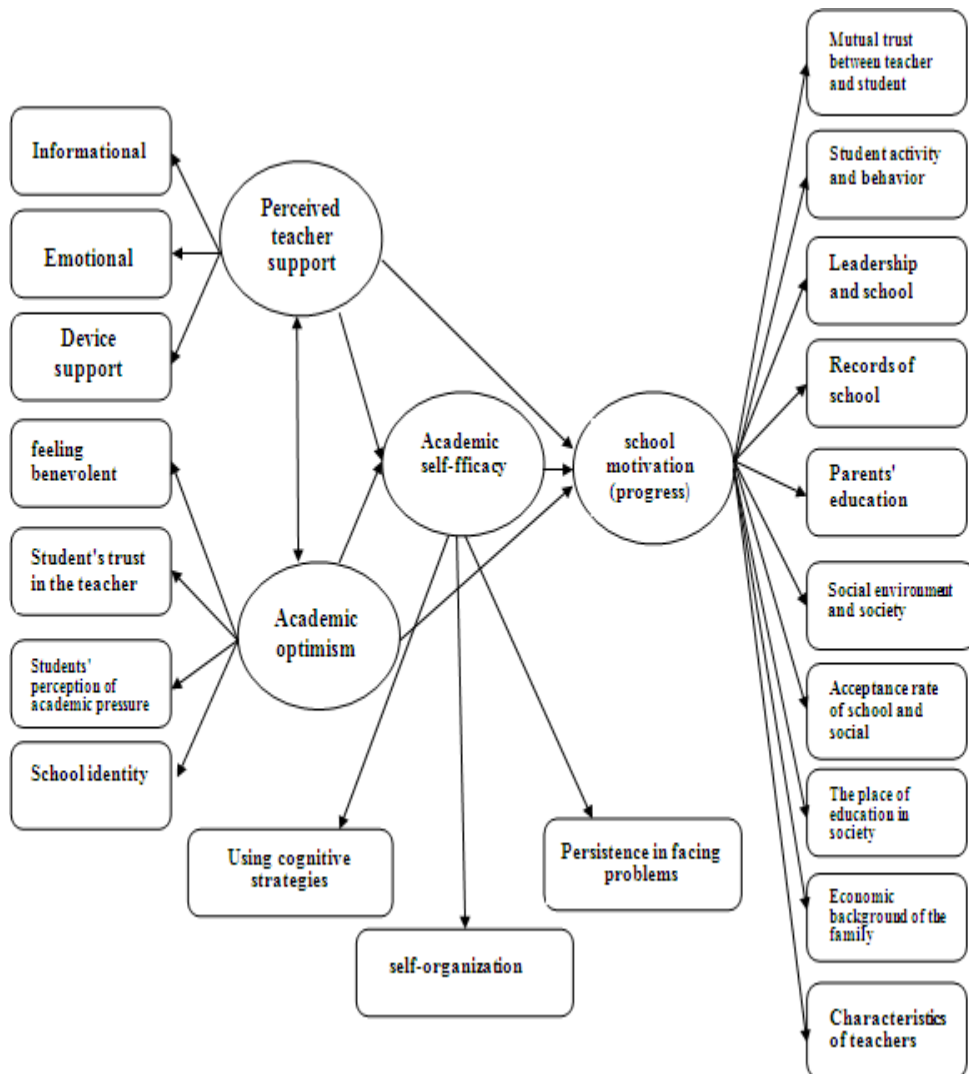
Diagram (1): conceptual model of research

2. Research methodology.

This research has been done in two parts. The first part of the research examines the relationship between the predictor variable (perceived support and academic optimism) with the criterion variable (academic motivation) and the mediator variable (academic self-efficacy), so this descriptive part is of the correlation type; The second part of the research is part of a semi-experimental research with a pre-test-post-test design with a control group. The statistical population of the research was all students studying in the twelfth grade of districts 1 and 2 of Sanandaj. The sample size in this research is a

maximum of 30 people (in two experimental and control groups) (Delavar, 2008), a sample size of 32 people was selected and from this sample, 16 people were randomly assigned to the experimental group and 16 people to the control group. . The result is that descriptive studies were influenced by semi-experimental studies with a pre-test-post-test design with a control group.

Profile of participants and research method (1): method

Gender Composition		The Method of Analysis	Sample Size	Sampling	N Number of Participants	Details of Participants
51.3 percent girls and 58.7 percent boys	In two descriptive and inferential parts	SPSS, LISREL software	32 people	Cluster sampling	312 people	12th grade students, district 1 and 2 of Sanandaj

The data collection tools included the 29-question questionnaire of Hermans academic achievement motivation, the 60-question questionnaire of perceived teacher support (CASSS2000), the 30-question student self-efficacy questionnaire of Jing and Morgan (1999) and the 38-question questionnaire of Zarang academic engagement (2013). In order to analyze the data, SPSS24 and LISREL8.8 software were used in two descriptive sections (mean, standard deviation, frequency and relative frequency) and in the inferential section of statistical tests (Kolmogorov-Smirnov, analysis of covariance and model structural equations) has been used.

3- Research findings
3-1- Descriptive results

According to the descriptive results of the research in this study, among the 312 respondents, 160 respondents (51.53%) were female and 152 respondents (48.7%) were male, of which 170 respondents (54.54%) were students. district one and 119 people (45.6 percent) were students of district two.

3-2- Evaluation of the structural part of the research conceptual model

Based on the results of the evaluation of the structural part of the conceptual model of the research, the coefficient of the path between the teacher's perceived support and the achievement motivation has been estimated (0.39) and in total the total effect of the teacher's perceived support

variable on the achievement motivation variable is equal to (0.44) and this The value shows that for one unit change in the teacher's perceived support variable, the achievement motivation variable (0.44) will change in line with the teacher's perceived support variable.

The coefficient of the path between the variable of academic optimism and motivation to progress is estimated to be equal to (0.38) and the total effect of the variable of academic optimism on the variable of motivation to progress is equal to (0.42) and this value shows It means that for one unit change in academic optimism variable, progress motivation variable (0.42) will change in line with academic optimism variable; The variables of perceived teacher support and academic optimism together explain 50% of the changes in the achievement motivation variable.
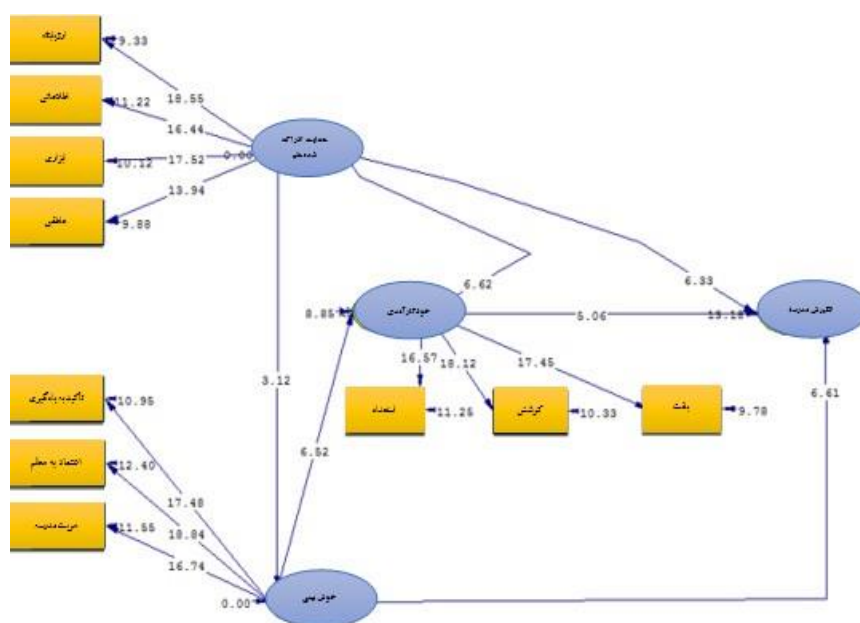
Chi-Square=583.76, df=423, P-value=0.00000, RMSEA=0.034

Diagram (2): significant numbers of the structural model ,Source: research data

Chart (3): standard estimation coefficients of the structural model ,Source: research data
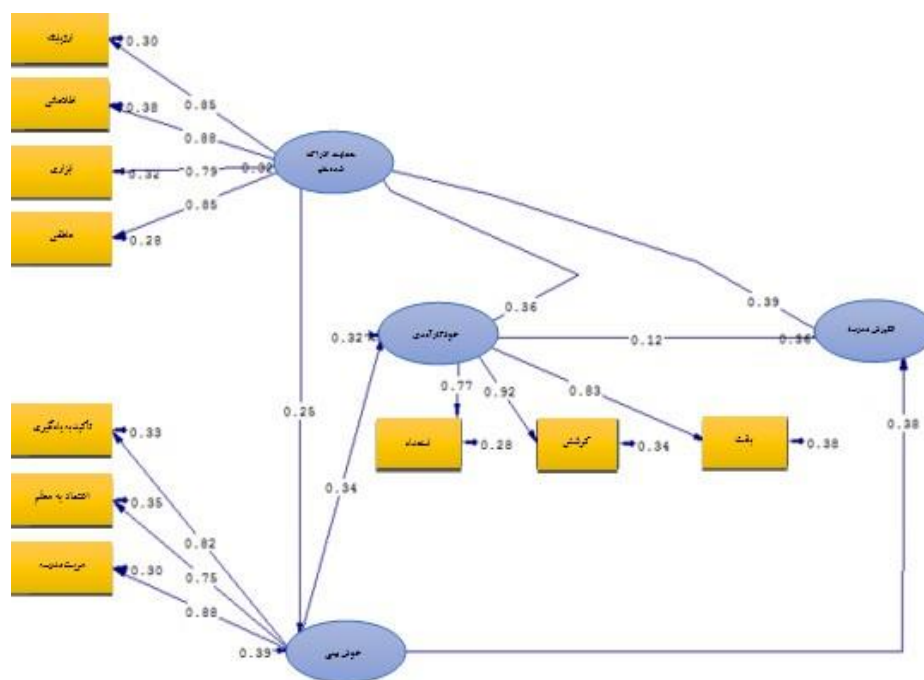
Chi-Square=583.76, df=423, P-value=0.00000, RMSEA=0.034

Explanation of the results of the tables: the path coefficient between the academic optimism variable and the teacher's perceived support has been estimated as (0.25), which shows that for one unit change in the teacher's perceived support variable, the optimism variable The academic perception (0.25) of the unit and in line with the teacher's perceived support variable will change; Also, the multiple correlation square of the academic optimism variable is estimated as 0.28 and it shows that the teacher's perceived support variable explains 28% of the changes in the academic optimism variable (Charts 2 and 3, Table 1). Significant numbers were obtained and the values of the fit indices also showed that the model and data have an acceptable fit, and thus the validity of the assumed research model was confirmed.

Table (2): Structural model test results ,Source: research data

Squared multiple correlation		total effect	Indirect effect	direct impact		vector	
		t-value	Path coefficient	t- value	Path coefficient	to	From
0/50	0/44	2/71	0/053	6/33	0/39	Achievement Motivation	Perceived teacher support
	0/42	2/43	0/04	6/61	0/38	Achievement Motivation	Academic optimism
0/44	0/36	-	–	6/62	0/36	Academic self-efficacy	Perceived teacher support
	0/34	–	–	6/52	0/34	Academic self-efficacy	Academic optimism
0/17	0/12	–	–	5/06	0/12	Achievement Motivation	Academic self-efficacy
0/28	0/25	–	–	3/12	0/25	Academic optimism	Perceived teacher support

Table (3): structural model fit indices

Result	The desired amount	Abbreviation	Indicators
583/76	0/90>	Chi-square	Absolute fit indices
1/380	>3/00	χ^2/df	
0/92	0/90>	GFI	
0/96	0/90>	AGFI	
0/99	0/90>	NNFI	Comparative fit indices
0/98	0/90>	NFI	
0/99	0/90>	CFI	
0/95	0/90>	RFI	
0/53	0-1	IFI	
0/84	0/5>	PNFI	Thrifty fit indices
0/034	>3/00	RMSEA	
1/436	1-3	CMIN	

3-3- The effectiveness of the educational program derived from the conceptual model of research on academic involvement.

According to table (3), the average Achievement Motivation academic engagement in the experimental group was 110.36 and the control group was 136.24 in the pre-test. 122 means that it has decreased a lot. Also, the average dimensions of academic engagement in the dimension of cognitive engagement in the experimental group and the control group were 55.33 and 74.50 in the pre-test, after the training, the average of the experimental group was 72.55, which means an increase, and the control group was 63.60, which means a decrease. In terms of motivational involvement, the average of the experimental group was 27.16 and the control group was 36.24 in the pre-test, after the training, the average of the experimental group was 16.37, which means an increase, and the control group was 15.28, which means a decrease. The average behavioral involvement of the experimental group was 26.52 and the control group was 32.25 in the pre-test, after the training, the average of the experimental group was 38.55, which means an increase, and the control group was 29.14, which means a slight decrease.

Table (4: Comparison of pre-test and post-test grades of academic engagement and its dimensions.

| After the test posttest | | pre-exam pretest | | |
standard deviation	Average	standard deviation	Average	Group membership
11/06	146/28	9/06	110/36	**Academic conflict**	
8/12	72/55	8/13	55/33	**Cognitive conflict**	
4/53	37/16	4/22	27/16	**motivational conflict**	**test**
5/28	38/55	5/15	26/52	**Behavioral conflict**	
14/13	122/34	15/56	136/24	**Academic conflict**	
8/54	63/60	8/03	74/50	**Cognitive conflict**	
3/33	28/15	5/52	36/24	**motivational conflict**	**Control**
16/16	29/14	6/11	32/25	**Behavioral conflict**	

Number of examinees: total number of 32 people, 16 people in each group were determined and evaluated in the pre-test and post-test stage.

Covariance analysis was used to determine the significance of the difference between the above variables. The results of the Wilkes test showed that after removing the effect of the pre-test and other control variables using the multivariate covariance analysis method, there is a significant effect for the group membership factor. This multivariate effect shows that teaching the educational program derived from the model has an effect on students' academic engagement and there is a significant difference between the dimensions of academic engagement of students in the experimental and control groups (Table 4). The results of univariate covariance analysis showed that the pre-test scores of the experimental and control groups in the cognitive dimension of academic engagement have a significant difference with the post-test stage ($p < 0.031$ and F=5.86) and the training of the educational program derived from the model increased 15 A percentage of the students' cognitive dimension has been tested in the post-examination stage. Controlling the pre-test scores of the experimental and control groups in the motivational dimension of academic engagement also showed that they have a significant difference in the post-test stage ($p < 0.004$ and F=6.58), which can be concluded according to the observed averages. that teaching the educational program derived from the model has increased the motivational dimension of students by 25% in the post-exam stage. The pre-test and post-test scores of the behavioral dimension of academic engagement of the experimental and control groups also have a significant difference ($p < 0.003$ and F=10.88), according to the results, it can be concluded that the training program derived from the model increases by 30% The behavioral dimension of the students has been tested in the post-examination phase.

Table (5): The results of univariate covariance analysis to investigate the effect of the intervention on the dimensions of engagement (cognitive, motivational and behavioral) of the test and control groups in the post-test stage.

Eta squared	The significance level	F value	mean square	DF	sum of squares	Evaluation stage	Source of changes	Variable
0/001	0/84	0/03	2/92	1	2/92	Post-exam	Cognitive conflict	**pre-exam**
0/006	0/68	0/16	4/06	1	4/06	Post-exam	motivational conflict	
0/012	0/57	0/32	8/32	1	8/32	Post-exam	Behavioral conflict	
0/15	0/031	5/86	406/73	1	406/73	Post-exam	Cognitive conflict	**Group membership**
0/25	0/004	6/58	237/18	1	237/18	Post-exam	motivational conflict	
0/30	0/003	10/88		1	285/44			
			4/450	28	115/688	Post-exam	Cognitive conflict	**residual error**
			4/470	28	116/216	Post-exam	motivational conflict	
			5/525	28	143/638	Post-exam	Behavioral conflict	
	0/004						**Wilks Lambda**	

4- Discussion and conclusion

The results of the research showed that there is a linear relationship between the perceived support of the teacher and the academic motivation of the students. The results of this research are consistent with the research results of Rabbani et al. (2015). Because students spend so much time in school, teachers are an important source of social support throughout their school years. A number of studies have shown that teachers' understanding of supportive relationships among students is associated with greater academic achievement, fewer behavioral problems, positive peer relationships (Hammer and Pianta, 2001), and interest in the classroom and pursuit of social goals (Wentzel, 1998).) it's related to. Forer and Skinner (2003) also showed that social support increases academic engagement. Students who feel special and important towards their key social partners (including the teacher), have energetic behaviors such as effort, persistence and participation (behavioral engagement) and positive emotions such as interest, enthusiasm (emotional engagement). In addition, negative feelings such as anxiety and fatigue are less common in them. On the other hand, students who do not have a close relationship with their key social partners, it is more difficult for them to

get involved in academic activities and they easily get tired, worried and disappointed. The quality of participation, duration of conflict and their progress in school activities also decrease. Teacher support for students has a profound effect on achievement (Wang & Eckel, 2013), well-being (Vanreisen, Gravely, & Rossi, 2009), adjustment (Wentzel, Batley, Russell, & Looney, 2010), academic motivation, sense of belonging to school, and In general, there is conflict in school (Wentzel and Wigfield, 2007).

Another result of the research was that there is a linear relationship between academic optimism and academic motivation of students. The results of this research are consistent with the results of Moradi et al. (2013) and Kerami et al. Also, the studies conducted in the field of academic optimism have shown that academic optimism leads to the academic progress of poor and minority students (Goddard, Sweetland and Hoy, 2000) and Alig Mielkirk (2003) also emphasized the key to academic progress. Education is the teacher's knowledge. A review of researches (Cortes, Paul, Harriot-White and Skone, 2006) also shows that academic optimism can have an effect on creating positive outcomes such as positive personal emotions, goal setting and job satisfaction, and job commitment. It is also necessary to mention that exploring the factors that create job satisfaction is important because it affects the relationship between

teachers and students (Vanden Berge, 2002), teacher enthusiasm (Chen, 2008) and not leaving the teaching profession (Ingersoll, 2001) is effective. On the other hand, education is the most important social institution emerging from the context of society, which is considered to be its creator and developer at the same time, and its impact on the progress of society is tangible (Noorbakhsh and Mir Naderi, 2004). As one of the elements of this system, the teacher has a special importance in realizing the goals of education and his satisfaction can have a great contribution in the realization of educational goals. The teacher, his thoughts, his work in school, class management, organizing class assignments, How to give feedback to assignments and how to present lessons are important elements that make a teacher a good and efficient teacher (Anderson, 2004). Therefore, teachers' job satisfaction is a factor are very important in the development and social welfare (Abdallah, 2009; Quoted by Alipour and Arab Shibani, 1390).

There was also a linear relationship between academic self-efficacy and academic motivation of students. The results of this research are consistent with the results of Soleimani Far et al. (2014), Hamidi Nesab et al. Lent and Bravan, Larkin 1984-1986, Kroppel, 1997 and Zimmerman have also shown a strong relationship between self-efficacy perception and academic progress. Perceived self-efficacy has a determining role on people's self-

motivation, because self-efficacy belief affects the selection of challenging goals, the amount of effort and effort in performing tasks, the amount of perseverance and persistence in facing problems, and the amount of pressure tolerance (Locke and Latham, 1990). and Bandura 2023).

1) Choosing goals: Self-efficacy acts as an important determining factor in choosing challenging goals and difficult individual activities. A person usually chooses goals that he has a certain level of ability to achieve successfully. Therefore, people avoid activities that they are unable to do, this avoidance in turn can limit people in doing challenging activities and the amount of positive reinforcement of the resulting feedback. People who believe in their efficiency choose challenging goals and avoid threatening experiences, and people with low efficiency avoid facing difficult tasks, tasks, and goals. Self-employed people, based on their chosen goals, oblige themselves to determine the performance standards and then observe and judge the results of their performance, and if they see a discrepancy between the actual and desired levels of performance, they feel dissatisfied and this motivation It is to determine and correct the action in them. People influence their personal and professional life through choices. They avoid situations, activities, and choices in general that they believe are too much for them, and they choose those activities. who believe they can handle them. People with high self-

efficacy choose situations and goals that are possible, but not beyond their power. Self-efficacy beliefs have an effect on people's choices, such as choosing a field, profession, advanced classes, and play an important role in their professional and personal future (Abdullahi, 2015, p.35).

2) Obtaining the expected results or consequences: self-efficacy also has an effective role in the potential consequences of expected incentives and deterrents. Predictable consequences are mainly dependent on people's beliefs in their ability to perform activities in different situations. People with high efficiency expect good results through good performance, but people with low efficiency expect poor performance from themselves and finally get negative or weak results.

Bandura (1997) states that there are countless activities that, if done well, have desirable outcomes, but those activities are not pursued by people who doubt their abilities to perform successfully. On the contrary, people with high efficiency expect to achieve success with their efforts and do not give up easily despite negative consequences. Therefore, the self-efficacy theory states that a person's belief in his own abilities creates the necessary behaviors to obtain the expected positive results and causes the person to make extra efforts to apply his behavior (Abdullahi, 2015, p.35).

3) Implementation of goals: Perceived efficiency affects not only

the selection of goals but also their implementation. Making a decision in no way assures people that they will successfully perform the required behaviors and have endurance and stability in the face of problems. A psychological decision requires a psychological action derived from a high efficacy belief. A person must add a self-action (performance) to a self-determination, and otherwise, the decision-maker has not used thought and thought. Belief in personal efficiency also shapes human behavior whether he uses opportunities or prevents their presence in different life situations and makes the existence of obstacles and problems more difficult. People with high self-efficacy focus on job promotion opportunities and overcoming obstacles, they gain control over the environment and limitations with their initiative and perseverance. People who suffer from narcissism have little or no control over obstacles and limitations and easily consider their efforts to be in vain. They rarely use environmental opportunities (Abdullahi, 2015, p.35).

4) Amount of effort: Perceived self-efficacy affects the amount of effort to perform a task. People who believe in their efficiency make extra efforts to overcome obstacles and problems. On the other hand, people who doubt their abilities or have a weak belief in effectiveness, when facing problems, obstacles and failures, they make little effort and either give up, or they offer solutions that are lower than usual, and

these people are the reason. They attribute failure to their own incapacity. At that time, instead of solving the problem, their attention is focused on their lack of competence. But people with high efficiency consider the cause of failure to be lack of effort (Abdullahi, 2015, p.36).

5) The level of endurance and perseverance: perceived self-efficacy affects the level of endurance, seriousness and perseverance of a person in achieving the expected goals in dealing with obstacles. Effective people exert a lot of endurance and perseverance in facing difficult events and receive positive feedback from various personal and environmental sources, which in turn act as a reinforcement or empowering self-efficacy. On the contrary, people with low self-efficacy, or people who do not try to achieve the expected results, receive feedback that indicates their inability to perform tasks (Bandura 1997, quoted by Abdulahi, 2015, p.36).

6) Stress and mental pressure: self-efficacy affects the amount of stress and mental pressure and depression caused by threatening situations. People with high efficiency reduce their level of mental pressure in stressful situations. However, people with low self-efficacy experience high anxiety in controlling threats and expand their ineffectiveness and see many aspects of the environment as dangerous and threatening, which can cause stress and mental pressure. . People who believe that they can control potential threats

and insistences, do not allow disturbing factors into their minds, and as a result, they do not get disturbed by them (Abdullahi, 2015, p.37).

7) Self-regulation: People have a self-regulation system. Self-regulation enables them to control their thoughts, feelings, motivation and behavior. Man has perceptions of the degree and amount of control over his life and behavior. People try to control the events that affect their lives. By exerting influence on situations, one can have a favorable future and prevent unfavorable results (Abdullahi, 2015, p.37).

Academic optimism had an effect on students' academic self-efficacy. The results of the research showed that there is a linear relationship between academic optimism and academic self-efficacy of students. The results of this research are consistent with the results of Hamidi Nasab et al.'s research (2014). The structure of academic optimism along with its components, self-efficacy, trust and academic emphasis, leads to the development of an educational environment with these characteristics: a) teachers with high efficacy beliefs, b) strong communication between school and parents, c) professional community with Emphasis on teamwork combined with a commitment to progress, and d) high expectations in school. The tendency of "we can" lies in the teacher's sense of efficacy. The teacher's trust in parents and students creates a constructive cooperation between students, parents and teachers and provides a positive relationship between the school and parents. Schools and teachers with academic optimism have students who are highly motivated because they have aggressive goals, hard efforts, perseverance, flexibility, and constructive feedback (Lack and Leatham, 2004). The model of academically optimistic teachers shows those who have a humane and trusting way of managing students, involve them in planning and evaluating their work, use informal evaluations, and welcome parents in the classroom. And more than the official duty, they provide time and energy to the students and help them, and instead of applying pressure and punishment, they tend to cooperate and bond more.

Another result of the research was that the teacher's perceived support has an effect on students' academic self-efficacy. The results of the research showed that there is a linear relationship between the teacher's perceived support and students' academic self-efficacy. The results of this research are consistent with the results of Tamnai Far et al.'s research (2012). A review of the existing researches shows the evidence of a direct relationship between the social support of teachers and academic conflict. But it seems that this is not the only type of relationship between these two variables, but the social support perceived by the teacher, by influencing the self-regulation variable, is also indirectly related to academic

engagement. The available evidence about this opinion has been obtained from researches, some of which are mentioned below. One of the components of social support provided by the teacher is "evaluative support", which refers to giving evaluative feedback. Several studies have determined that this component is related to students' self-regulation. The findings of William and Holley (2005; quoted by Samadi, 2017) indicate that the teacher's performance in providing written feedback to students' assignments, in terms of how to correct information processing by expanding their perceptual processes, facilitates the transfer of self-regulation strategies. and improves the performance of learners in the problem solving process. On the other hand, Siondani, Ebrahim Ye Kohbanani and Vahidi (2013, quoted by Tamnae Yefar et al., 2013) found out: the more support students perceive from their parents, teachers and peers, the more their ability to self-regulate and test. Giving increases. In the same context, Ryan and Desi (2000) stated: receiving appropriate and supportive feedback from the environment improves the sense of competence and facilitates self-discipline. When students feel connected and cared for by their teachers (social-emotional support), they give reports of (internal) autonomy to engage in teachers' positive behaviors. Hijazi, Ghazi Tabatabai, Lavasani and Moradi (2013) state in this regard: the more the class supports

students' autonomy, the more students use self-regulation strategies. In fact, when students' autonomy is supported, they consider their role in the learning process to be more responsible, use more effort and persistence (behavioral engagement), use cognitive and metacognitive strategies (cognitive engagement). they do and consider the tasks more beneficial (emotional involvement).

In general, it can be concluded: the teacher's support of the students and the perception that the students have of this support play a significant role in strengthening self-regulation skills and academic engagement, and as a result, the progress and academic success of the students. Therefore, taking this issue into consideration, it is suggested that educational systems clarify the importance of this issue for teachers and professors, and by organizing educational workshops, introduce them to the strategies that lead to the students' perception of the teacher's support, in order to create a supportive environment for students. Provide students.

5- Suggestions

Considering the significant relationship between the variables of academic self-efficacy, perceived teacher support and academic optimism with students' academic motivation, practical suggestions for increasing the motivation of students' academic progress for managers and education officials as well as hard-working teachers are presented. which are: If

they are interesting, the feeling of initial success will increase their self-confidence. This issue is also evident in sports competitions. Consider a reward. Don't wait for academic failure to happen and then praise success.

1- Respecting the individual differences of students, never compare them with each other. Because it harms optimism and efficiency.

2- Immediately after the test or class question, inform the students about the result.

3- Explain the expected educational goals at the beginning of the lesson.

4- In order to increase the student's sense of self-sufficiency, ask him to teach the learned material to his friends or the class. Use cooperative and contingent teaching methods.

5- Start teaching each subject based on the teaching materials of the previous sessions.

6- Being interested in students and caring and giving importance to each of them increases the level of motivation.

7- The training time should be suitable for the student. In order to renew your strength and motivation in between classes, don't neglect the time for recreation and rest.

8- Specify the task in each of the training steps and explain the next steps in the upcoming sessions.

9- Reinforce positive behaviors, encourage them to participate in class discussions and group work.

10- Always evaluate the students' efforts in order to achieve educational goals.

11- Reflection of educational abilities - Efforts towards educational obstacles Maintain mutual and friendly communication during the educational period.

Ethical considerations

During the implementation of this research and the preparation of the article, all national laws and principles of professional ethics related to the subject of research, including the rights of statistical community, organizations and institutions, as well as authors and writers have been observed. Adherence to the principles of research ethics in the present study was observed and consent forms were consciously completed by all statistical community.

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Conflict of interest

According to the authors of the present article, there was no conflict of interest.

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Author 1 Name: Abdoullah Mahmoud Khani
Email: Abdollah.mo.45@gmail.com
PhD student in educational psychology, Sanandaj branch, Islamic Azad University, Sanandaj, Iran.

Author 2 Name: Yahya Yar Ahmadi
Email: yyarahmadi@gmail.com
thesis supervisor and responsible author of the articlevisor*)
Assistant Professor, Department of Educational Psychology, Sanandaj Branch, Islamic Azad University, Sanandaj, Iran.

Author 4 Name: Hamza Ahmadian
Email: ahmadian2012 @ gmail.com
Assistant Professor, Department of Psychology, Sanandaj Branch, Islamic Azad University, Sanandaj, Iran

Author 3 Name: Mahmoud Guderzi
Email: mg.sauc@gmail.com
(Dissertation advisor) Associate Professor, Family Counseling Department, Sanandaj Branch, Islamic Azad University, Sanandaj, Iran.