Journal of School Administration

Vol 11, No 2, Summer 2023

ISSN: 2538 - 4724

University of Kurdistan

Structural analysis of the role of health literacy, organizational support and school climate on academic buoyancy with the mediation of performance in health promoting schools

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ARTICLE INFO
Article history:

Received:
30/03/2023

Accepted:
31/08/2023

Available online:
Summer 2023

Keyword:

Health Literacy, Performance, Academic Buoyancy, School Climate, Organizational Support.

Abstract

Improving students' academic buoyancy is a priority of education and health systems. The main purpose of this study was structural analysis of the relationship between health literacy, organizational support, school climate with students' academic buoyancy by teachers' and school nurses' job performance mediation in health promoting schools.

The method of this correlation research is based on structural equation model. 160 health promoting schools were selected by stratified random sampling and two teachers, one health nurse and two students were randomly selected from each school. In total, 160 health nurses, 320 teachers and 960 students were studied. Annual teachers' and school nurses' job performance score, health literacy, organizational support, school climate and academic buoyancy questionnaires were used to collect data. Smart-PLS structural equation model has been used to analyze the data.

The path coefficient of direct effect of organizational support on the performance of teachers and school nurses was 0.48, the correlation between performance with academic buoyancy was 0.74, the correlation between school climate and performance was 0.33 ($P < 0.05$). The path coefficient of indirect effects of organizational support on academic buoyancy mediated by the performance was 0.36 and also the indirect correlation between school climate and academic buoyancy mediated by the performance was 0.24 ($P < 0.05$). The direct effect of school climate, organizational support and health literacy on academic buoyancy is not significant ($P > 0.05$).

Attention to improving the performance and organizational support of teachers leads to improving the academic buoyancy of students.

Ghanizadeh, D., Talebi, B., Yazdani, S. (2023). Structural analysis of the role of health literacy, organizational support and school climate on academic buoyancy with the mediation of performance in health promoting schools, *Journal of School Administration*, 11(2), 159-181.

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1. Introduction

People buoyancy at school age can play a major role in the country's success and development, schools have also an important place in helping students achieve buoyancy and healthy learning, and a positive health culture can bring a high level of buoyancy and health to the society. For this purpose, health promotion program at schools has been designed to promote a healthy lifestyle that can provide buoyancy and health by improving a healthy lifestyle. Academic Buoyancy (AB) is a sign of health. AB is conceptualized as the capacity to successfully navigate the typical adversities experienced during the course of schooling (Putwain & Wood, 2023) and is the ability to respond effectively to academic pressures and setbacks (Putwain et al., 2023). The basic principles of AB are: relying on strengths instead of weaknesses, acting proactively instead of being reactive, paying attention to many and healthy things in contrast to extreme things in attitudes (Martin & Marsh, 2019).

Buoyancy is affected by various external and internal factors. Internal factors such as personality, motivation, are signs of learning atmosphere, attitude and external factors include background factors in schools that can lead to promotion or reduction of buoyancy (Comerford et al., 2015). Studies have been conducted on the factors affecting AB. School's human resources can play the most important role in promoting students' health and buoyancy at schools. It can be said that students' AB is a function of School Climate (SC), Health Literacy (HL) (Farid & Ashrafzade, 2021; Moghaddam Hosseini & Talebi, 2018; Nemat-Shahrbabaki & Fallahi, 2017) and the Job Performance (JB) of school principal and staff, perception of learning environment (Rahmani et al., 2020). Academic characteristics is also a function of SC (Gase et al., 2017; Maxwell et al., 2017) and is influenced by school's programs and human resource's performance (Bartelink et al., 2019; Sena, 2023; Shahhoseini et al., 2016). Bostwick et al. believes that the supportive climate of the school and the sense of belonging to the school can predict high AB in the following year (Bostwick et al., 2022).

The performance of health promotion schools, as well as the job performance of teachers and School Health Nurses (SHN) in these schools, can lead to different dimensions of health and, as an example, can improve the AB of students. Performance the amount of product, consequence or efficiency that is obtained due to employment in one's job (vaparzeh et al., 2019). Teachers and SHNs, as people who deal directly with students' health and SHNs, have a serious role in enriching the educational environment for students (Hosseinkhani & Talebi, 2020). HL is a powerful tool for health empowerment. There should be specialists in schools who can facilitate this literacy during the educational process with their expertise in health promotion and education (Santafé-Madueño et al., 2023). This

shows the knowledge, attitude and performance abilities of people in relation to health and health care (Choi, 2023). SC refers to the relatively fixed characteristics of school environment that result from students' behavior and their perception of school behavior (Farahbakhsh et al., 2019). Perception of school climate is the perception of students from: teachers' interest in students' learning, fair treatment of them, teachers' care of students, peer group in school, and understanding of school structures and rules (Bostwick et al., 2022). On the other hand, Organizational Support (OS) and its theories in the field of organization and management is one of the important issues in organizational behavior and human relations (Afjei et al., 2019). Higher level of perceived OS among employees increases their commitment in the job and work (Chen et al., 2020).

Existing research shows that the teachers' and SHNs' performance which promote health and the relationship between OS and HL has not been considered. Also, students' AB based on their perception of SC, and teacher's HL, OS and mediation of teachers' performance has not been studied. This study seeks to analyze the effects of HL and OS on students' AB by mediating teachers' and SHNs' JB in health promoting schools. It also seeks to predict students' AB based on SC, OS, teachers and health nurses' HL by mediating their job performance at health-promoting schools and it has answered the question whether AB of students based on SC, OS, HL of teachers and school health nurses can be predicted by mediating their job performance in health promotion schools?

Literature Review

Academic Buoyancy

Academic buoyancy is defined as students' ability to successfully deal with academic setbacks and challenges that are typical of the ordinary course of school life (Martin & Marsh, 2019). Many students routinely experience challenges, setbacks, and pressures, during their schooling. Dips in motivation, feeling the pressures of high-stakes testing, managing multiple deadlines, facing difficult schoolwork, receiving lower grades or exam marks than hoped for or expected, and so on, are typical experiences for many students; they are not confined to a minority of vulnerable cases. Students differ in their ability to be able to deal with, and respond effectively to, these typical educational adversities. Some may struggle to deal with academic pressures and challenges and continue to experience difficulties and problems, whereas others will overcome these adversities and flourish; they are buoyant in the face of educational adversity (Putwain et al., 2023). Academic buoyancy is one of the important variables in the health of the academic context, which various researchers have called a useful and simple way to understand the concept of well-being in the academic context. This variable refers to a positive, useful,

constructive and adaptive response to all kinds of educational obstacles (Lei W et al., 2022) and is considered as a kind of ability that helps learners in the challenges and problems of academic life. Also, academic buoyancy is one of the important indicators that affects a person's successful upbringing and learning, where merits and abilities are brought to bear and scientific progress is achieved (Sena, 2023). In general, the inner sense of buoyancy is a significant indicator of mental health. In fact, the buoyancy of people will have a tremendous effect on increasing the ability of students to cope with their academic problems (Zhang, 2021). Academic buoyancy lowers the probability of failure and dropout in students and has a high correlation with adaptive behaviors in school (Hoferichter et al., 2021). Academic buoyancy is related to academic resilience, and learners with this characteristic get higher grades in school subjects and at the same time, it is distinct from academic resilience. Resilience has been characterized in terms of "acute" and "chronic" adversities that are seen as "major assaults" on the developmental process, whereas academic buoyancy reflects the ups and downs of everyday life as distinct from acute and chronic diversities. Academic buoyancy is associated with a more typical experience of poor performance, whereas academic resilience may be relevant to chronic underachievement (Marina Kritikou & Theodoros Giovazolias, 2022). Furthermore, as opposed to resilience, buoyancy has an inclination to bear a proactive approach toward these happenings than a reactive one (Xu & Wang, 2022). According to Yun et al. (2018), buoyancy can be conceptualized as a way through which the apogees and perigees of learning can be negotiated and everyday challenges, facing while learning a new text, can be addressed (Yun et al., 2018). Those who are buoyant do not just react to an adverse situation but try to enhance their wellbeing with the passage of time and as a result of which psychological growth can be achieved (Lei W et al., 2022). There are a growing number of studies to show that academic buoyancy is associated with beliefs, emotions, and behaviors, considered to be beneficial for learning and academic achievement. Buoyancy has been shown to correlate positively with engagement, competence, effort, self-efficacy, planning, persistence, and pleasant achievement emotions (enjoyment, hope, and pride), and negatively with academic anxiety, test anxiety, and uncertain control, and unpleasant achievement emotions (anxiety, hopelessness, boredom, and shame), in samples of primary, secondary, and undergraduate students (Putwain & Wood, 2023).

Performance

Performance is the sum of behaviors that people show in relation to their jobs (Bar-On & Fiedeldey-Van Dijk, 2022). Job performance is the sum of the behaviors that people show in relation to

their job or the amount of output, consequence, or yield that is obtained by the employment of a person in his job (Mohammadi zanjereh et al., 2023). The performance of employees is a vital element for the organization and the most important factor in the success of the organization and its performance (Moghaddam Hosseini & Talebi, 2018). The performance of the organization is a continuous and joint effort of all employees. The performance of the organization is a multifaceted factor that aims to achieve results that have a fundamental relationship with the designed goals of the organization (Nurzaman & Amalia, 2022). Leaders and employees at any rank should present their performance and use their best ability to achieve organizational goals and objectives. Also, organizations have expectations from their leaders and employees, and in many situations, employees try to meet these expectations, but in some cases, employees must be trained very well in order to perform their duties and responsibilities in an artistic manner (Soomro et al., 2022). Organizational performance can be seen as the result of the interaction of three physical, financial and human resources and it can be said that physical and financial resources do not automatically cause production and services, but this happens when the human element comes into action in the organization and understanding the behavior Humans and their positive influence can increase productivity and improve performance (Andriansyah et al., 2022).

Performance-based management is a systematic approach that through the processes of determining performance strategic goals; performance evaluation ; collecting and analyzing performance data; Reviewing the performance data report and using this data leads to the improvement of the organization's performance (Alaaraj et al., 2018). Performance management is a information-based process that helps managers to manage their employees well in the way of achieving goals and implementing plans and successfully and optimally fulfilling assigned missions and responsibilities. Performance management requires behavior to be analyzed, performance to be measured, employees to be given feedback, and employees to be strengthened and encouraged for desired performance and behavior (Saleh et al., 2021). Performance management is one of the tools used to obtain better results from the entire organization, or groups and individuals within it, through understanding and managing performance in an agreed framework of planned goals, standards and competency requirements (Saithip & Kornchai, 2022). Applying performance management has two main goals: first; operational reasons that lead and control the system and second; From the cultural aspect that the system can display as part of a comprehensive effort to establish a more open relationship with employees (Nasrullah et al., 2022).

Organizational Support

Perceived organizational support considers employees' general perceptions and beliefs about how the organization views their contributions and interests. It includes two main points: one is the employee's perception of whether the organization values their contributions, while the other is whether the organization pays attention to the employee's sense of happiness (Wang et al., 2022). The theoretical basis of organizational support is the theory of social exchange. According to this theory, in social relations, when someone does a favor to another, he feels obligated to repay the favor. The greater the favor and help, the more one tends to compensate it. Researchers believe that there is such a social exchange going on between employees and employers because the organization is a resource that meets the needs of employees, and therefore the interactional relationship is true for the relationship between employees and employers (Maan et al., 2020). The basic element of perceived organizational support is exchanging commitment based on which dependence, effort and loyalty to the organization are met with social and material rewards; In simpler words, a person in such a situation has an obligation to his organization because the organization supports him in exchange. Social exchange theorists believe that the value of the exchange relationship increases when it is done voluntarily. When employees feel that the organization cares about their well-being and not because of legal requirements or union pressure, they respond better and work better towards achieving the organization's goals (Wang et al., 2017). In addition, the organization is the source of satisfying some of the social needs of employees, such as the need for identity authentication, the need for belonging and self-esteem. Therefore, employees help the organization to achieve its goals in order to maintain the source of satisfaction of these needs and based on the norm of exchange (Yoon & Cho, 2022). Employees' awareness of organizational support is based on the frequency, intensity, and sincerity of organizational manifestations of approval, praise, and material and social rewards for the best efforts of these employees. A favorable perception of organizational support, from this perspective, strengthens employees' expectations and emotional engagement with their organization and motivates them to strive to achieve organizational goals (Wen et al., 2019). High levels of perceived organizational support lead employees to a more positive orientation toward the organization and increase organizational climate, job satisfaction, and outcomes (Appelbaum et al., 2019). According to the principle of reciprocity, employees who feel supported at work not only help colleagues, but also increase their job satisfaction and organizational commitment, thereby reducing absenteeism and encouraging better

employee performance (Bohle et al., 2018). The more the organizational support of personnel increases, the more their commitment to their jobs and work increases. The four final effects of perceived organizational support are that increasing employees' perception of organizational support on the one hand increases the performance and desire of employees to stay in the organization, and on the other hand, decreases the amount of job pressures and feedback behaviors (such as the desire to leave) serving and leaving the service). The more employees have the perception of organizational support, it affects their performance and increases their efficiency, in addition to that, their desire to stay increases. The feeling of organizational support reduces job pressures and the tendency to leave the service also decreases (Chen et al., 2020). Also, based on the social exchange theory, high levels of perceived organizational support create a sense of commitment and responsibility for repayment (Erdem et al., 2017). Specifically, the organizational support principle argues that employees gain more job satisfaction when their organization is willing to meet their social-emotional needs and reward their work-related efforts. Eisenberger et al. understand organizational support as workers' perception of how their organization treats them in return for their hard work, which has a positive effect on organizational commitment and job satisfaction, and thus affects employee retention and performance (Mascarenhas et al., 2022).

Health Literacy

The World Health Organization has recognized health literacy as a key outcome of health education. Recently, the European Health Literacy Project proposed a coherent definition based on a systematic review, which is that health literacy refers to the knowledge, motivation, and adequacy of access to understand, evaluate, and use health-related information in health care, prevention of diseases and health promotion to maintain or improve quality of life throughout the life course (Pendl et al., 2023). Health literacy is defined as the ability of people to obtain, analyze, and understand basic health information and services that they need in order to participate in their health issues and make the right decisions. In other words, health literacy, the skill and ability of people in line with appropriate decision-making in the field of maintaining and promoting health (De Buhr et al., 2020). But it should be noted that health literacy is a concept beyond the individual abilities of a person. Health literacy is also related to the abilities, tastes, and expectations of providers of information and health care; People like doctors, nurses, media, and many other people like parents can influence the health of children and adolescents (Sato et al., 2023). If the level of health literacy is low in a society, it becomes difficult to understand and apply information related to health. Studies have shown

that people with low health literacy are less likely to understand the written and spoken information provided by health professionals and to follow the instructions correctly than those with a higher level of health literacy. People with low health literacy incur more medical expenses, have poorer health status, and are more likely to be hospitalized and use emergency services. These people have less preventive care (Klinker et al., 2020). Health information, in addition to information about the ways of transmission and prevention of common diseases, also includes information to improve health, access to health care systems, the ability to use insurance services, rehabilitation, etc. (Hosseinkhani & Talebi, 2020). Health literacy has been defined in different ways. But there are commonalities in all these concepts that are related to the capacity of people to obtain, process and understand health information and basic services needed for appropriate decisions for health care. In total, several dimensions of health are taken into account and are mixed with health behaviors (Schulenkorf et al., 2021):

The capacity and ability to access information, understanding and understanding, processing and evaluation, decision making and behavior regarding medical and health information (services)

Ability to read, refine and understand health information in order to make correct judgments

The ability to understand and interpret the concept of information in written and spoken texts and how to motivate people to pay attention or not pay attention to health-related activities

The ability to derive concepts from different forms of communication using a variety of skills to achieve health-related goals

School Climate

School life is relevant and significant because interactions are produced there that generate a cultural mixture, given the family, regional, national, and institutional influences. The interactions generated can be conceived as school climate, refers to perceptions about the social, emotional and physical environment of a school, including the relationships between the different members of the educational community (attitudes and behaviors), as well as the norms, policies and practices that guide school behavior; it is a broad and multifaceted construct that encompasses factors such as safety, inclusion, academic expectations, and social support (Bravo-Sanzana et al., 2023). The school climate is an intensively developed, complex, broad, and multifaceted construct that draws upon a variety of cultural, contextual, perceptual, and behavioral factors. There is no universally accepted definition for school climate, but predominantly it is understood as the "quality and character of school life. School climate is based on patterns of people's experiences of school life and reflects norms, goals, values,

interpersonal relationships, teaching and learning practices, and organizational structures" (Bochaver et al., 2022). School climate is a multidimensional construct of the quality and character of school life that reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures in a academic environment (Kearney et al., 2020). Key dimensions of school climate include safety, instructional practices, social relationships, school facilities, and school connectedness (Eren, 2019). Other, related dimensions of school climate include community, equity, institutional or academic environment, leadership, and shared beliefs (Wang & Degol, 2016). Dimensions of school climate have been further explicated in the literature. Safety refers to actual and perceived degree of relational aggression as well as respect for others, supportive environments, and clear rules and norms (Capp et al., 2020). Teaching and learning practices refer to quality of instruction, social emotional learning, and support for academic achievement. Social relationships refer to parent involvement, supportive relationships with important others such as peers and teachers at school, and respect for diversity (Bochaver et al., 2022). School facilities refer to the condition of the physical environment of an academic setting as well as availability of resources and supplies. School connectedness refers to student affective attachment to the academic community, commitment to social and academic goals, and involvement in social and academic activities. Several of these dimensions overlap in definition and scope, most notably degree of support from the academic environment (Kearney et al., 2020). As Grazia and Molinari (2021) suggest, the construct of the school climate should be supplemented by three features: (1) comprehensiveness and multidimensionality of the construct, such as academic experience, relations, safety, and institutional environments; (2) its impact on the various outcomes (e.g., academic achievement, psychological wellbeing, level of bullying, and behavioral misconduct); and (3) the flexibility and potential of the tool, which may be changed via interventions. "By and large, school climate emerges as a useful access route to promote students' and teachers' self-reflection that eventually foster school change and improvement (Grazia & Molinari, 2020).

2. Methods

This study is a correlation type one based on SEM. The statistical population of the study includes 260 secondary schools promoting health in East Azerbaijan (150 girl schools and 110 boy schools). The statistical analysis unit in this study was school. Therefore, the sample size of the research was determined based on Krejcie and Morgan table of 160 schools. From each school, one SHN (160 people), two teachers (320 people)

and two students (960 people) were selected for each teacher and SHN. The sampling method was random proportional stratified according to the educational district and the gender of schools. SEM using partial least squares (PLS) method was used to test the hypotheses. In order to fit the model of research and test the hypotheses, the PLS method using Smart-PLS3 software was used. The following questionnaires were used to collect data.

A) SHN and Teachers' annual JP evaluation score

Due to the fact that teachers' JP evaluation form is completed annually at schools and is the basis for various decisions in education and school, in this study, the results of teachers' annually performance evaluation have been used. The evaluation scores of the last academic year of teachers and SHNs have been received based on their self-report and the maximum performance score is 100.

B) HL Questionnaire:

In this study, HL Questionnaire (2015) of Jihad Science and Health Research Institute has been used to assess HL. This questionnaire measures HL in 5 dimensions of reading, access, comprehension, evaluation, decision making and behavior. Montazeri et al. obtained the reliability of this questionnaire in all dimensions above 0.72 and confirmed its construct validity (Montazeri et al., 2014). In the present study, by confirmatory factor analysis test, Crobach's alpha coefficient, the reliability of this questionnaire was obtained 0.94 and its composite reliability with PLS software was 0.95.

C) AB Questionnaire:

Martin and Marsh designed AB questionnaire with 9 items. The validation results of the questionnaire at Iran indicate the internal consistency of items and stability of 0.73 and satisfactory (Dehghanizadeh et al., 2014). In the present study, by confirmatory factor analysis test, Cronbach's alpha coefficient, the reliability of this questionnaire with PLS software was 0.78 and its composite reliability was 0.84. Fakharian et al. have estimated its reliability at 0.88 (Fakharian et al., 2020).

E) SC questionnaire (student perception of SC)

This questionnaire focuses on measuring students' perceptions of their relationship with teacher and school in general. It is designed to measure positive experiences as well as negative perceptions of school environment. This questionnaire has 8 items and the scoring of items 3, 4 and 8 is inverse. Ghanizadeh et al. obtained the reliability of this questionnaire with Cronbach's alpha coefficient of 0.93 (Ghanizadeh et al., 2021).

F) OS questionnaire

This questionnaire was first developed by Eisenberger that first translated by Baharloui. In this study, 16-item questionnaire was used. The scores of items 2, 3, 5, 6, 9, 12 and 13 are inverse. In the present study, Cronbach's alpha coefficient, the

reliability of this questionnaire was 0.91.

The validity of all the questionnaires has been confirmed in previous researches, but for the sake of more certainty, to evaluate the validity of the questionnaires used in the research, the opinion and judgment of experts have been used.

In this research, ethical considerations, including confidentiality, consent and informed participation of the participants, have been observed, and the participants have been allowed to withdraw from participation at any stage of the research and this article is taken from PhD thesis research with ethical approval.

3. Results

Based on the demographic characteristics of the studied sample, out of the total number of 1440 people studied, 250 (%17.36) of SHNs and teachers were male and 230 (%15.97) of them were female. Among the studied SHNs and teachers, 362 people (%25.13) had bachelor's education, 114 people (%7.91) had master's education, and 4 people (%0.27) had doctorate education. The number of studied students was 960 people, of which 500 (%34.73) were boys and 460 (%31.94) were girls.

According to Table 1, HL of SHNs and teachers with 137.95±21.09 is above medium, students' AB with a medium of 38.55±5.1 and teachers and SHNs' performance with a medium of 96.33±4.65 was higher than medium. Also, according to the data in Table 1, in the study of OS in teachers and SHNs with a mean and standard deviation of 57.18±8.74 is higher than medium. In examining HL dimensions, including reading, access, comprehension, evaluation, decision-making, teachers and SHNs' behavior have been higher than medium. Students' perception of SC with a mean and standard deviation of 30.12±5.59 was positive.

Table 1: Descriptive indices of variables

Variable	MIN	MAX	Mean ± SD	Status
Academic Buoyancy	14	45	38.55±5.1	Higher than medium
Teachers and SHNs' job Performance	85	100	96.33±4.65	Higher than medium
Organizational Support	15	63	57.18±8.74	Higher than medium
School Climate Perception	8	35	30.12±5.59	Higher than medium
Health Literacy	69	165	137.95±21.09	Higher than medium
reading	8	20	16.83±3.13	Higher than medium
accessibility	12	30	25.66±3.84	Higher than medium
understanding	17	35	28.05±5.01	Higher than medium
evaluation	8	20	16.58±2.73	Higher than medium
Decision & behavior	24	60	50.64±8.48	Higher than medium

According to the factor load values presented in Table 2, it can be said that due the factor load values of all items are higher than 0.4, they have sufficient validity to measure the variables. Also, the Average Variance Extracted (AVE) in all variables are higher than 0.5 and it shows that the variables have valid convergent validity.

Table 2: Factor load values of each questionnaire item and AVE values in measuring variables

Variable	AVE	Item	Loadings	Variable	AVE	Item	Loadings
Academic Buoyancy	0.54	1	0.67	School Climate Perception	0.69	1	0.92
		2	0.55			2	0.9
		3	0.62			3	0.73
		4	0.73			4	0.87
		5	0.66			5	0.94
		6	0.84			6	0.5
		7	0.83			7	0.94
		8	0.78			8	0.91
		9	0.84	Performance	1	1	1
Organizational Support	0.55	1	0.95	Organizational Support	0.55	9	0.93
		2	0.84			10	0.92
		3	0.84			11	0.56
		4	0.47			12	0.51
		5	0.46			13	0.68
		6	0.94			14	0.57
		7	0.72			15	0.48
		8	0.72			16	0.94
Health Literacy (Reading)	0.57	1	0.73	Health Literacy (Evaluation)	0.53	18	0.75
		2	0.79			19	0.81
		3	0.75			20	0.73
		4	0.74			21	0.6
Health Literacy (Accessibility)	0.59	5	0.72	Health Literacy (Decision & behavior)	0.53	22	0.89
		6	0.48			23	0.94
		7	0.61			24	0.402
		8	0.93			25	0.401
		9	0.84			26	0.9
		10	0.92			27	0.94
Health Literacy (Understanding)	0.56	11	0.96			28	0.94
		12	0.54			29	0.93
		13	0.96			30	0.94
		14	0.96			31	0.46
		15	0.5			32	0.54
		16	0.63			33	0.94
		17	0.48				

Based on data in the table 3 and according to the evaluation criteria of the model fit, because the value of R^2 of AB and job performance in the model of predicting AB is above 0.33 and higher than medium, the studied structural

model has a good fit in predicting both AB and job performance. Also, based on *GOF* index, it can be said that considering both in predicting AB and job performance, this index is higher than 0.36. Therefore, the model has a good fit, and the presented model has high reputation.

Table 3: The results of structural model fit and general research model

Model fit	index / Variable	Academic Buoyancy	Job Performance
Structural Model	Coefficient of Determination (R^2)	0.74	0.648
	Predictive Criteria (Q^2)	0.325	0.704
General Model	Mean of Communality	0.503	
	Mean of R^2	0.788	
	GOF	0.629	

figure 1 and 2, in examining the standard path coefficients, the direct effect of OS on teachers and SHNs' job performance, the path coefficient is 0.48 (p = 0.001), the relationship between teachers and SHNs' job performance and AB is 0.74 (p = 0.000), the relationship between SC, teachers and SHNs' job performance is 0.33 (p = 0.004), and all these three paths with significance level less than 0.05 are significant. The relationship between OS and academic buoyancy, SC and AB, the relationship between HL and AB, the relationship between HL with teachers and SHNs' job performance was not significant due to the significance level higher than 0.05. According to the values of the coefficient of determination, it can be said that the power of predicting AB based on predictive and mediating variables is above average. Also, the ability to predict performance based on predictive variables is above average.

Figure 1. Standard coefficients and coefficient of determination (R^2) in predicting students' academic buoyancy

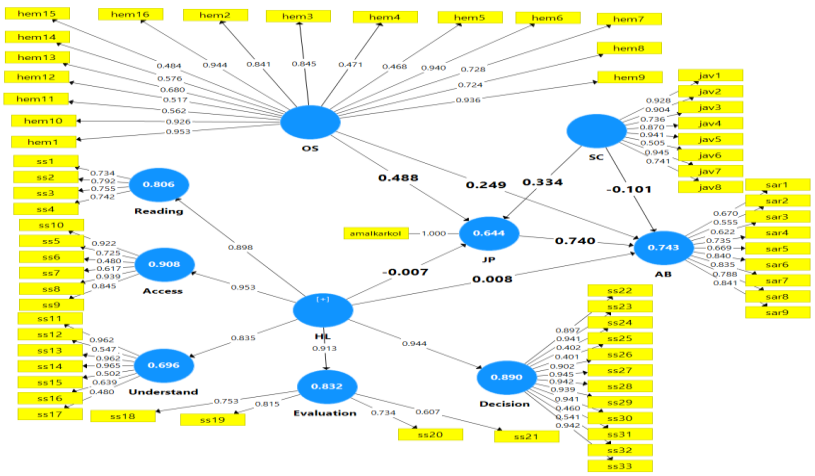
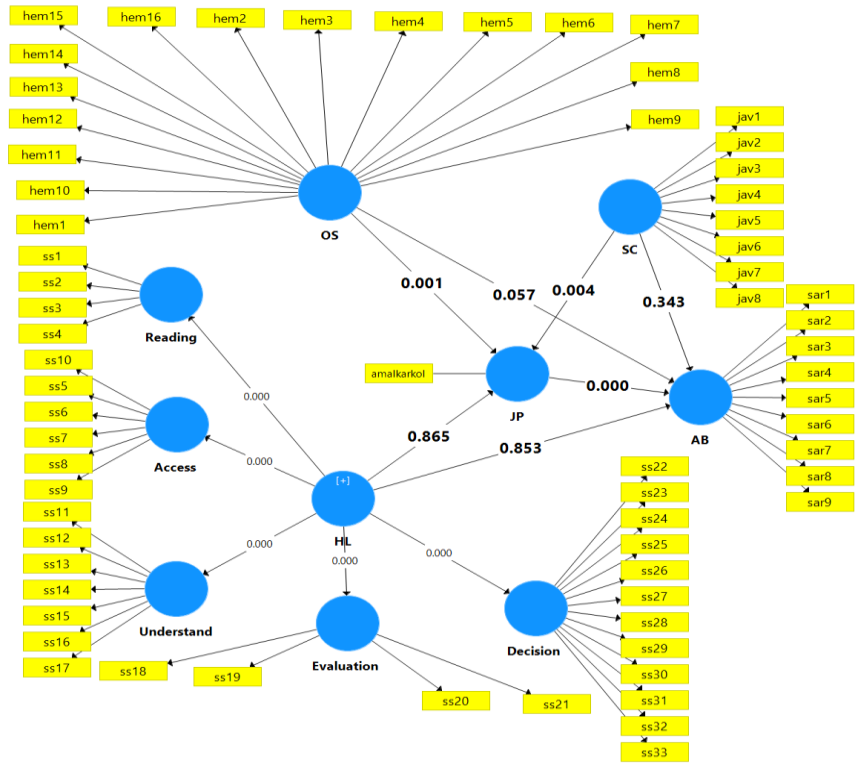


Figure 2. Significance level values in predicting students' academic buoyancy



According to table 4 in investigating the indirect effects of OS on AB and the teachers and SHNs' job performance, the path coefficient equals to 0.36. Also, the indirect relationship between SC and AB with teachers and SHNs' job performance, the path coefficient equals to 0.24 and both has indirect effect on significance level less than 0.05. However, the indirect effect of HL on AB mediated by teachers and SHNs' job performance is significantly higher than 0.05 and is not significant.

Table 4: Indirect effect's Path coefficients, significance level and T values of predicting academic buoyancy

Variable	Path coefficient	T value	P value
Organizational support -> job performance -> academic buoyancy	0.36	3.14	0.002
Organizational support -> job performance -> academic buoyancy	0.48	3.4	0.001
School climate -> job performance -> academic buoyancy	0.24	2.84	0.005
Health literacy -> job performance -> academic buoyancy	0.005	0.16	0.87
Organizational support -> job performance	0.48	3.4	0.001
Determination coefficient of academic buoyancy (R^2)	0.74		
Determination coefficient of teachers and SHNs' job performance (R^2)	0.64		

According to figure 1, in predicting AB based on predictor variables, the determination coefficient of job performance is 0.64 and the determination coefficient of AB is 0.74. Considering the determination coefficient values, it can be said that the ability to predict job performance and the AB of health-promoting school students is based on above predictor variables.

4. Conclusion

The findings showed that the job performance of teachers and SHNs based on the OS and SC, as well as the AB of students can be predicted above average based on the OS and SC with the mediation of the job performance of teachers and SHNs. The results of this research in effects of SC on AB are coherent with the results of Gase et al (Gase et al., 2017), and it is coherent with the research of Dato and Yuen (Datu & Yuen, 2018) regarding the effect of teachers and school staff's job performance on the AB of students. It is also coherent with the results of the research of Bartelink et al (Bartelink et al., 2019) on the effective role of OS on AB and mediating job performance.

Buoyancy is influenced by various individual, social and cultural factors, educational environments inside the school and outside the school, which takes advantage of an active approach in dealing with challenges and inadequacies and focuses on the use of capabilities and strengths (Zhang, 2021). Hoferichter et al's study showed that a positive SC promotes AB and AB leads to school satisfaction (Hoferichter et al., 2021). Kritikou & Giovazolias has reported the positive learning environment and SA as one of the factors of AB and in line with the progress of students (M. Kritikou & T. Giovazolias, 2022). The results of Lei et al 's study showed that social support is effective on AB (Lei W et al., 2022).

In the argument of the indirect effect of SC and OS on AB by mediating the JP of teachers and SHNs, it can be said that teachers who have higher performance; They have positive relationships with students, provide students with a reason to strive for learning, show students their value and pay attention to their needs, based on this, students who think they have been forgotten by the teacher They feel alienated. Social exchange theory can be cited to explain this finding. Social exchange theorists believe that the organization is a source of satisfaction for some of the employees' social needs, such as the need for identity authentication, the need for belonging, and self-esteem.

AB is a function of individual, in-school and out-of-school factors and various factors affect it. In this regard, school factors along with individual ones can play a more effective role. Among in-school factors, teachers who have a closer relationship with students can play the most important role. The set of tasks and activities that the teacher is responsible for at school is considered at the end of the academic year as teacher's performance, which includes various aspects and dimensions of teacher's activities during the academic year. Activities such as teaching, educational evaluation of teacher's human relations with students, teachers' support of students and reassuring them to reduce their concerns and strengthen hope to build a bright and reassuring future. Teacher has a key role in the student's relationship with school and its affiliations, such as educational and

learning goals. According to the research results, it can be said that teachers' performance has an effective role on students' AB. Teachers' OS by school is also effective on students' AB. In other words, the more teachers feel supported by the school, principals and other colleagues, the more positive effect it will have on the students' AB. Based on this, the positive climate of the school can improve AB and reduce its negative climate, but probably other variables play a role in the relationship between the two variables.

In the general explanation of this finding, it can be said that HL and SC are mutually related, which improve teachers' job performance and also improve AB. On the other hand, improving the performance of teachers through improving teacher-student relations, improving teaching, learning, educational evaluation processes and also improving the academic achievement of students leads to the promotion of AB in them.

Based on the results of the research, it is suggested that according to the role of teachers' JP in promoting the AB of students, more suitable fields through the holding of training courses, the formation of self-monitoring groups of teachers, suitable rewards for high-performing teachers, consultation meetings for high-performing teachers lower than expected to improve teachers' performance. Also, due to the indirect effect of OS on AB, support programs for school teachers and SHNs should be widely considered. The main limitation of this research is the quantitative nature of the research method used, and it is recommended to future researchers to use qualitative research methods for a deep and detailed explanation of AB.

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.

Sponsorship

The present study was funded by the authors of the article.

Conflict of Interest

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

This article has not been previously published in any journal, whether domestic or foreign, and has been sent to the Journal of School Administration Quarterly for review and publication only.

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