



The Relationship between Academic satisfactions with Academic Achievement Based on Mediation of Academic Motivation in Physics Lesson

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ABSTRACT

This research aims to study the relationship between academic satisfactions with academic achievement-based scholarships in the mediate motivated secondary school students of Isfahan University of medical physics. Research methodology the study was descriptive and correlation. Statistical population includes wear 57004 secondary students of Isfahan school in year 2012-2013. The first, with cluster sampling method of multistage six district education the city of Isfahan, was elected to three crash areas and in the second step of the random sampling method stratified according to volume, was used and Sample size was 381 people. Research tools, including the academic motivation questionnaire, the consent of the questionnaire study and academic researcher of the questionnaire was also, academic achievement was the final score of the students lessons of physics students. The hypothesis of the research with the help of statistical tests of structural equations and Pearson, with the use of the software 19 SPSS and Lisrel were analyzed. The findings obtained from statistical analysis showed that between academic motivation and academic satisfaction with the progress of physics course studying the relationship between positive and there is significant academic motivation and the role of the mediator between the academic satisfaction of the study and advancement of the physics lessons. Additionally, between the two satisfactions and variable motive of study, academic satisfaction the best and the only Predictor has been the progress of physics lessons.

KEYWORDS: Academic Motivation, Academic Achievement, academic satisfaction.

1. INTRODUCTION

Training human resources efficiently and effectively, including the main tasks of education will be considered. The younger generation, and especially the precious capital students to process that, according to the research of the scientific opinion, education and culture is very important[1].

One of the most common problems of the educational system in many countries of the world, the phenomenon of educational decline that is scientific, cultural, and economic losses have realized the State and families.

Important factors identified in the effort for academic achievement and provide the strategies and measures in order to reduce the losses caused by the drop of study require much research in this is area[2, 3].

All human progress can be achieved as a result of learning. Failure to attain the goals of the educational programs, on the one hand by virtue of human and financial resources went to waste the country, and on the other factors affecting the progress of advanced societies and the progress shows that the vast majority of these countries, the educational system have been empowered[4, 5].

Academic achievement (educational Development), Brown gave the schools, universities and other educational centers are an important indication of the goals of the business[6], so that the educational objectives according to the preset can be of three forms: cognitive, emotional and psychological impact of student knowledge. Academic achievement, the lack of distance between the potential (learning capacity) and de facto (academic performance) is defined[7, 8].

Therefore, pay attention to the factors affecting the academic achievement of students in the education system of the important tasks of each country will be considered[3]. On the same basis of assessment as well as on the concept of the effective variables is important.

Among the numerous factors affecting academic achievement (educational Development) students, the study in the field of educational psychology psychological satisfaction variable (satisfaction educational) alongside the academic motivation variables (educational Motivation) the student moves the name.

The important issue in the discussion of progress and academic success is not merely an academic achievement but also a variable educational multi-dimensional educational and training issues in addition to psychological components, social and personality also fitted. [9] the results of research show that emotion, cognition and motivation are the three factors that each student's learning-students, and their progress and all human activity, are fitted to the

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mediator, Gary[3] are actually researches have shown that the progress of the function of the joint impact of "skills" and "impulse"[10].

One of the factors that influences its intensity for academic achievement is more attention and sometimes as an independent factor has been examined, the academic motivation of students[11-14].

Academic motivation, one of the requirements of the learning and behavior factor that is strongly and to improve and keep the continuity that the aid recipient, her energy and her leading the activities[15-17]. Motivation, driving motor learning in humans[18]. in this study to determine on the basis of their academic achievement motivation theory (Self-Determination Theory (SDT)) are defined to be fitted[19-21].

The theory of (self-so) believes that people should, in order to make decisions about how their thinking and behavior, the opportunity to give up on the perception of the prequel. Research done in this area, suggests that the external rewards, people control (its-so) reduces[15, 22, 23].

Unfortunately, the common management and educational methods, so that the adults to maintain control of the students, and the inner impulse to reduce the educational activities are fitted. When the role of the teacher's assessment on the role of informing him overtaken or when to do the assignments, the boundaries of the possible results, flexibility, it decreases the level of perceived or control (its-so) is[24]. in front when students with a teacher who has autonomy orientation, to discuss, to pick up assignments, pursuit of their interests, and are encouraged to solve problems and perceptions (self-so) inner impulse and in them will increase[4, 25]. research has shown that the orientation (its-so) in comparison with a control orientation on students, encourages more internal motivation level and the consolidation of mental competence-related beliefs, increase the amount of self-esteem and self-belief in students to be fitted[19, 26].

Studies in the field of development-oriented individuals, especially those with motivation of the internal orientation showed that the subjects in the field of e-learning educational goals actually are levied for its understanding, the efficient strategies for the purpose of achieving their objectives and, if necessary, modify and use strategies or make changes[19, 27, 28].

Since the school directly with the amount of learning motivation and learning achievement is associated, it is necessary for recipients to create an educational system that would be more attention to dynamic. Reducing the ratio of students to the problems of low, consider eating problems and congestion caused by each other and to the ravages of various spiritual and educational will be for them[29]. on the one hand, of negligence causing a waste of human resources and other human resources on behalf[24, 25, 30].

Physics is an experimental science, of course. Physics is very difficult for most students. progress and student success in this lesson can be compared to other courses of high rank in the entrance examination to have significant roles. High volume of traditional teaching methods, curriculum content, it is not a sufficient period of time to determine the content for teaching based on existing bugs, solved examples and text books, a lack of confidence in the ability of students to solve problems of physics, all hands are learning and motivation, curriculum content data and solve problems related to that of students in the slave, makes, a recession in intellectual self-confidence of the students in the class of educational lessons and The country's schools is that this is not only beneficial for the future of our education, but with the new educational approaches is to safeguard the Constitution[31]. Therefore, the educational system is the same as the size of the students learned (product learning) should be given the importance attributed to the issue that how a student is learning (learning process) the necessary accuracy and attention averted[32, 33].

Due to this fact and that in education performance and low academic achievement in math and physics courses than other eye-catcher is, therefore, the effect of double agent motivation and academic achievement in physics course satisfaction of the necessities of the work seems to be. Because it can be used with these variables change, the school drop-out in the physics world. But noteworthy point is that the effect of changing the school academic motivation through the consent of the mediator on the academic achievement of students in Physics in less tracer test case has ended, he added. Therefore, due to the necessity of understanding the motivation and its relationship with students in a variety of factors including academic achievement, the study aims to determine the degree of satisfaction with the relationship between academic achievement-based scholarships in the mediate the motivation of high school physics students in Isfahan in the year 1392, was designed and implemented.

2. RESEARCH METHODOLOGY

This research was descriptive of the kind of work that aims to describe, record, and analyze and interpret the terms available. On the one hand this was a kind of solidarity. The statistical community in this study includes all secondary school students of Isfahan school year 2013-2014 total number is 57004 people. Using the method of multistage cluster sampling of six district of education of Isfahan were selected to three crash areas, in the next step according to the size of the three, after determining the variance of community and confidence using the formula of three students of the Cochran district, obtained the sample size $n = 381$

The research instruments used in this research are as follows:

- School satisfaction questionnaire:

This questionnaire is produced by critical and joukar, and to assess the satisfaction of noshadi and study on University students before they used it[34]. It is equipped with 13 items questionnaire. To prevent replies, 6 views of items is designed as a negative. 5 score Likert scale questionnaire based on the degree of opposition was (1) to agree completely

(5) classification and business rate in the range of 13-65. Higher score indicates greater satisfaction among students of the study will be considered.

- Test the lesson of physics students that have been made possible and has a score of 5 to 4 questions each separate Foundation of each string.
- Academic motivation questionnaire: this is your theory based on scale determinants by Vallerand has been made [35]. this a questionnaire in critical studies, including (2005) has been used [25]. this a questionnaire with seven questions option is 28.

Repeated use of the listed symptoms questionnaire validity and reliability of the questionnaire and researchers as well as the aforementioned questionnaire through the reliability of cronbach's Alpha in order for the questionnaire of satisfaction of schooling, education and physics lessons test impulse 88/0, 85/0 and 90/0 were achieved, formal validity and test content on Physics by five of the teachers and teachers certified in this field has been approved.

As well as in the research of statistical tests of Pearson and step by step regression was then used to check the causal relationship between the satisfaction of education with academic achievement in physics along with educational motivation of the mediation role of structural equations have been used.

3.RESULTS

3.1.The first hypothesis

There is a relationship between academic motivation and satisfaction with academic achievement. The results of the first hypothesis Average, standard deviation and correlation research between internal variables to come Table 1.

Table 1: correlation between SD and internal research variables

Research variables	Average	Standard deviation	Satisfaction of educational	Educational motivation
Satisfaction of educational	48.11	9.06	-	-
Educational motivation	146.47	18.72	0.392**	-
Academic achievement	16.21	2.72	0.294**	0.105*
			0.001	0.045

The findings (Table 1) show the correlation coefficient between academic motivation and academic achievement is a significant physics lessons. I.e. between academic motivation and satisfaction of the physics lessons with academic achievement study ($r = 0.105$), ($r = 0.294$) there is a significant relationship. Based on the coefficient of determination (r^2) 6/8% of the variance in academic motivation and 1.1 and the consent of the joint physics education with academic achievement has been the lesson.

3.2.The second hypothesis:

Educational motivation and satisfaction of education can be anticipated physics lesson progress. The results of the second hypothesis:

Table 2: multiple correlation coefficient table for academic motivation and satisfaction with the progress of the study of the physics course

Predictor Variable	Coefficient of multiple correlation	Squared multiple correlation coefficient	F	t	sig
Satisfaction of education	0.286	0.082	31.526	5.615	0.001

So the findings (table 2) show the regression between the studied variables best predictor in the progress of physics course for students in the first step has been the study of satisfaction. On this basis, in the first steps the coefficient of variance of the progress of the study of service satisfaction percentage of students ' physics course explaining does. Viewed at the level of $p > 0.01$ has been so significant regression statistical community is extensible. The findings suggest that it is the beta coefficient for a unit increase in satisfaction of the physics classroom study, students ' progress 0.286 the unit increases. The first question the research equation predicts the following is available:

The progress of physics lessons the students = (136.12) fixed coefficient) + (0.085) satisfaction of education

In the next step the proposed structural and theoretical pattern of initial template making structural equation were evaluated. The results of this study is as follows:

Table 3: Coefficients of variance has been clarified and each of the variables in the pattern of the final revised measurement

The final model routes	b	SE	β	R ²
Satisfaction with academic achievement	0.31*	0.045	0.46	0.212
Motivation with academic achievement	0.42*	0.071	0.41	0.168
Motivation with Satisfaction	0.36*	0.036	0.38	0.144
Satisfaction- motivation- academic achievement	0.27	0.088	0.25	0.122

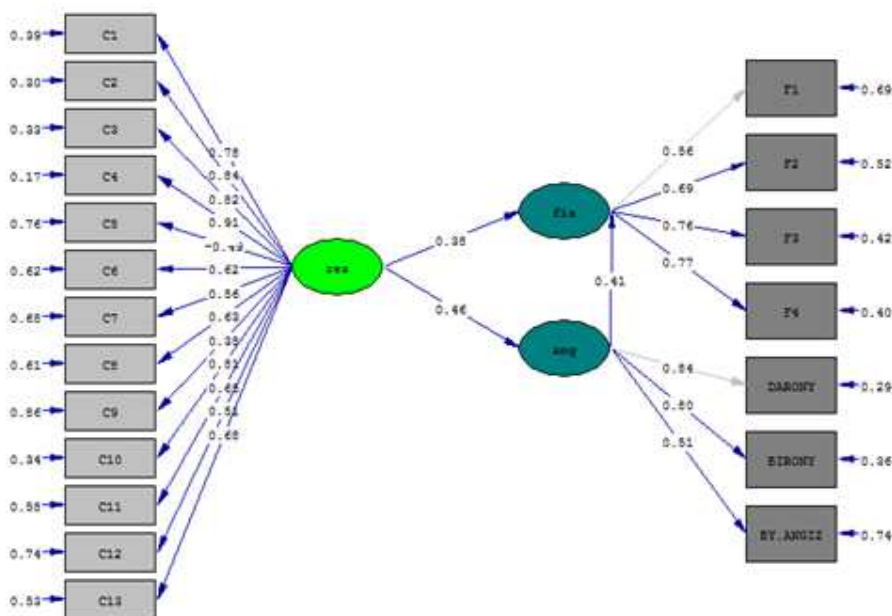


Figure 1. The final pattern is based on the presentation of research results

Before explaining about the Figure 1 is required to pay attention to this issue that the numbers on the arrows in Figure 1, the standard beta coefficients of each of the variables you want. So what (table 3) and can be seen (Figure 1) the consent of the 14.4% of the variance alone studying academic achievement has been articulating the physics lessons. In the next stage of educational motivation alone is 8/16% of the variance of the academic achievement has been clarified. The amount of Chi to final measurement pattern (Figure 1) is equal to 84/546 and non-significant ($p < p$), is the ratio of the two degrees of freedom equal to 1.47, index, indexes, at 0.99 and fitting adjustment was equal, the index is equal to the norm 0.99 and, 0.998 and fitted with Adaptive index approximating the root mean square error equal to was 0.035. All these indicators are appropriate and favorable conditions in the final measurement pattern (Figure 1) can support.

4. Conclusion

Academic achievement is one of the main criteria is the efficiency of the educational system. so check the cause of educational progress pace is one of the most basic topics of research in education. with regard to the impact of psychological factors on motivation and academe [15] mic achievement, the present study aimed to evaluate the relationship between the degree of satisfaction with academic achievement in physics-based mediation academic motivation "was implemented. The findings of this study showed that between academic motivation and academic achievement in physics lessons there is a meaningful relationship on the positive relationship-based and meaningful academic motivation and [36] achievement between with the results obtained from the research [4, 17, 19, 21, 23, 26, 27, 37-43] Align it.

an explaining this assumption can be fitted so that the school can drives fitted to form a separate variables on academic achievement can affect students. Orientation or motivation of academic progress and success motivation is the sponsor. Hence, students have the necessary for your own educational goals, and determine the success of a higher education, they have. This means that the fundamental characteristics of a motivation that people fail in the field of education have. It is to be mentioned the role of academic motivation on success is expected. Because of the learners' activities based on your own internal interests and do, naturally, more focus on it, and more resources will be spent doing that activity will be compared with s-when forced to select an activity and external reasons for action or to do it. In addition to this internal motivation that has more people are to judge of its Russia arms exporter says they are. This causes may be, their attention shifted to their "activities" and to reward quality and quantity which may be a result of the success of the download ratios are important.

On this basis, the editor must go through providing "opportunity of learning", the collective learning (learning with (Iran)), a compilation of social and psychological support and collaborative, the emotional atmosphere and friendly establishment, introduction to students with learning, and study guide, encourage students to carry out activities for the goal-oriented rather than competition and efficiency in resolving issues through conceptual dependency and modulation of social comparison and competitive atmosphere, providing flexibility in carrying out assignments in class, to move away from incentives External teaching and learning, promote the educational conditions of the school authorities, and through the holding of comprehensive diagnostic tests and steer learning, monitoring and evaluation based on the comprehensive tests of continuous inner motivation in students; reinforced them.

Other findings showed that between the satisfaction of education and academic achievement, there was a significant positive correlation. A study of satisfaction with academic achievement in physics lessons students will upgrade. This is the result of research findings with regard [30, 34, 42-58].

In articulating the assumption of consent can be said, fitted study, fitted as a motivational factor and on the individual activities can affect performance and increase understanding of, and responsibility for the progress of individual achievements, to be felt. Between the consent of studying, working, achievements, and implications for the circle of spooky there is two-way communication. In this case, that increase the amount of individual effort that it fitted more achievements and progress – achieved. With the added amount of achievements, the consent of the study as well as in the person of improvement of true, because in light of the consent of the student, studying in a new understanding of knowledge, learning and the learning environment can be induced in the new understanding-ultimately led to a change in the performance and progress of education fitted her.

The structure of the satisfaction of studying any of that affect the impact of learning on the terms and conditions of learning led fitted maker fitted academic progress. Satisfaction with the achievements and progress of the friendly atmosphere and obtained support for students provides students of that increase a person's effort and more satisfaction in his will. But the negative attitude towards learning students to the exam, the teacher and the school authorities, forklift, fitted to find school, gradually towards the negative attitude and studying lesson find the also fitted, your interest and motivation to continue studying, and will lose his consent of schooling decreases lift, and in the study with fitted collapsed.

So according to this model, expected to improve academic achievement, with the consent of the study as well as rise. In addition, according to the two-sided nature of this relationship, the consent of study leading to academic achievement will also be.

On this basis, the editor must be enjoying the active teaching methods and the use of modern educational technology in the education community, giving effect to the valuable help of family and coaches and school, provide attractive assignments and curriculum materials to any of that student in the cognitive construction of students,

Holding more comprehensive tests, to provide advice and support for social care, exercise control students on average, teach the principles of planning and time management to students, the school library and create a rich, active lab, and students accept the mistakes of giving opportunity to him, in order to increase the amount of knowledge he has, for the sake of security and the protection of the knowledge of students, compassion, love, motivation, interest and satisfaction of schooling in order to grow and flourish to strengthen talents in students, This method also increases the motivation and also enhances their academic progress has been, since switching to satisfy students with the aim of better, more effort, more use of appropriate solutions, and better performance in doing assignments are linked.

In addition, the research findings indicated other than between two variables of satisfaction and motivation of academic study in regression, the best predictor of physics lesson students academic achievement, satisfaction with education has been. The results of structural equation modeling, prediction model of research based on the proposed model (Figure 1) on the role of mediator between academic motivation as the consent of the study and advancement of the physics lessons available.

Ultimately the results showed that between academic achievement and motivation and satisfaction, physics education and academic physics, there was a significant positive relationship. based on the above mentioned results that this finding makes sense it seems, because the subject of the sticky academic progress and success in the discussion is that educational achievement is not merely a variable, but rather a multidimensional variables is provided in addition to the educational issues and education to personality and mental, for components Social related fitted. Since the future of any society, of the current progress is dependent on the level of motivation of students and the society, so improving incentives to students, progress can cause the student satisfaction and ultimately improve its terms to be community.

The achievement of this study, the satisfaction and motivation that affect the educational progress, meaning that the consent of both increases the motivation and also increases the academic achievement, because

To increase the degree of satisfaction, feelings of motivation plays an important role and have a qualitative and quantitative increase and stoking the learner learn and finally progress to be fitted.

Without a doubt, the lack of motivation might cause feelings of dissatisfaction, to the risk of falling, the failure of mental health education in the recession, and the students.

Although this research has been to try to randomize the possible bias of the intruder variables, and is low, but the most important limitation of the study was to get a unique samples was only in Isfahan city. it is recommended that the research in the city of Isfahan province between students also take place.

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