

Proposing a Model for Determining the Relation of Educational Hope and Educational Satisfaction with Students' Educational Attainment Based Upon Mediation of Educational Effort (The case of junior high school students of Tehran's smart schools)

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Abstract

This study attempts to identify the relation of educational hope with educational satisfaction, educational attempt and the educational progress of the students of Tehran's smart schools. The statistical population comprises all teachers of smart schools of Tehran's 19 districts in the academic year 2011-2012. The two-stage cluster random sampling was employed to choose the sample. Research tools comprise researcher-made questionnaires of educational hope ($\alpha = 0.89$), researcher-made questionnaire of students' educational satisfaction ($\alpha = 0.93$), and researcher-made questionnaire of educational effort ($\alpha = 0.95$), as well as the comparison of students' grades in educational attainment tests during two consecutive semesters. Generally, the research findings reveal that the impact of all investigated variables on educational has been significant. Educational hope based upon educational aptitude (0.26) has the greatest impact and after that, educational hope based upon social status (0.24) ranks second. Educational hope based upon economic status (0.28) ranks third in terms of having the greatest impact on educational attainment of students of Tehran's smart schools. Satisfaction with teacher has the greatest indirect impact upon students' educational attainment (0.055). According to the above table, $GFI = 0.96$, $RMR = 0.087$, $P(\text{value}) = 0.000$, and $df = 3$ which indicate relatively high fitness of the model.

Keywords: Educational hope, Educational satisfaction, Educational effort, Students' educational attainment.