



## Research Paper

# Relationship between information literacy and teaching quality of teachers with academic well-being, with the moderating role of students' study strategies

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**Receive:**

26 November 2021

**Revise:**

07 February 2022

**Accept:**

01 March 2022

**Published online:**

09 March 2022

**Abstract**

The aim of the present study is to assess the relationship between information literacy and teachers' teaching quality with academic well-being with the moderating role of study strategies of Tonekabon junior high school girls. The research method was descriptive-correlative in nature, and applied in terms of purpose. The statistical population of the study consisted of 2571 female high school students in Tonekabon and 322 female teachers in Tonekabon high school. The sample size of the study was 193 for students by cluster random sampling, and 175 for teachers by simple random sampling. To collect data, standard questionnaires of teaching quality of Kriakdz et al. (2000), educational welfare of Peternin et al. (2014), Yazdani information literacy (2012), and study strategies of Harakovich et al. (2000) were used. In order to analyze the data, the structural equation technique was used with Lisrel statistical software and Spss statistical software. Findings showed that there is a positive and significant relationship between teachers' information literacy and students' academic well-being. There is a positive and significant relationship between the quality of teachers' teaching and students' academic well-being. There is a positive and significant relationship between teachers' information literacy and students' academic well-being with the moderating role of study strategies. There is a positive and significant relationship between the quality of teachers' teaching and students' academic well-being with the moderating role of study strategies. The results indicate that study strategies have a moderating role in the relationship between information literacy and the quality of teachers' teaching with students' academic well-being.

**Keywords:**

Information literacy, teaching quality, academic well-being, study strategies.

**Please cite this article as (APA):** Rashvandi, A., Ashouri, H. (2022). Relationship between information literacy and teaching quality of teachers with academic well-being with the moderating role of students' study strategies. *Management and Educational Perspective*, 3(4),81 -102.

<b>Publisher:</b> Institute of Management fekrenoandish	<a href="https://dx.doi.org/10.22034/JMEP.2022.316931.1086">https://dx.doi.org/10.22034/JMEP.2022.316931.1086</a>	
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## ***Extended Abstract***

### ***Introduction***

For about a century, psychologists have been extensively trying to identify the factors that predict academic achievement. Awareness of students' psychological aspects can act as a powerful teaching aid. For example, understanding how students behave in specific situations can increase the effectiveness of educational tools as well as teacher's teaching methods and the education system and ultimately students' progress (hamedinasab and asgari, 2020). Academic well-being is one of the most important and influential variables on academic performance. Academic well-being is based on the theoretical foundations of positive psychology, and people with depressed moods and negative emotions such as anger, anxiety, and sadness are more likely to drop out of school (Jahani et al., 2018). One of the reasons for academic failure can be related to students' poor reading and learning skills. In recent years, information processing has been paid much attention as one of the theories of learning. According to this theory, there are strategies that can be used to facilitate learning. Learning strategies include any thoughts, behaviors, ideas or feelings that facilitate the acquisition, understanding, subsequent transfer of new knowledge and skills. Studies have shown that there is a positive relationship between learning strategies used by students and their academic success (Hghani & Khadivzadeh, 2019).

According to the above, the main issue of the research is whether there is a relationship between information literacy and the quality of teachers' teaching with academic well-being with the moderating role of study strategies of Tonekabon junior high school girls.

### ***Theoretical framework***

Academic well-being is the attitude of students towards education. With the advent of the intellectual movement of positive psychology and the introduction of structures with positive semantic form in various fields of psychology, academic well-being is a positive and satisfying state of mind that involves energy or passion, a sense of commitment, and fascination or attachment. (Ghadampour et al, 2020).

The use of learning strategies is one of the most important aspects of students' learning and academic achievement. Learning such strategies requires students to select goals and criteria and guide resources and processes to achieve those goals. Surface cognition strategies in the form of mental review and repetition of stored information help to encrypt new information for short-term memory; while deep learning strategies are related to expanding, organizing and critical thinking (Lazarides & Etal, 2021).

The teacher is the actor of the educational scene. In this scene, a teacher is more successful who has more knowledge and can present what he knows to his audience with an eloquent and effective expression (salehizadeh & Etal, 2020). The quality of teaching is one of the important factors in learning process. The quality of teaching means better understanding of concepts and the ability of students to analyze the relationships between what they have learned (Gaertner, 2014).

New training centers are expanding based on resource-based education and lifelong learning. Students and other users need high level training. The term information literacy has become widely used and popular following the increase of information, especially electronic resources and information and informational needs of users (Esmaeili, A., Rahimi, S., Moradi, M. 2019).

(Johnson et al, 2019) conducted a study entitled "The relationship between study strategies and virtual learning." The statistical population included humanities students in Singapore. The research method was descriptive-survey and the method was cluster random sampling.



The results showed that there is a positive and significant relationship between study strategies and virtual learning.

Luzon (2018) conducted a study entitled "The effect of academic self-efficacy and academic identity on academic well-being." The statistical population included students of French public universities. The research method was descriptive-correlative, and the method of random sampling was simple. The results showed that academic self-efficacy and academic identity have a positive and significant effect on academic well-being.

### ***Methodology***

The research method is descriptive-correlative in nature, and applicable in terms of purpose. The statistical population of the study consisted of 2571 female high school students and 322 female teachers in Tonekabon high school. The sample size of the study was 193 for students by cluster random sampling, and 175 for teachers by simple random sampling. The Teaching Quality Questionnaire (15 questions) by Kryakdz et al. (2000), and the academic welfare variable (11 questions) by Petrin et al. (2014), and Information Literacy (30 questions) by Yazdani (2012), and strategies of the study (10 questions) by Harakovich et al. (2000) was based; on a 5-point Likert scale (strongly agree to strongly disagree) to collect data related to research variables.

### ***Discussion and Results***

In order to test the research hypothesis and analyze the data, SPSS and SMART PLS statistical softwares were used, and the results showed that the strength of the relationship between information literacy and academic well-being was calculated to be equal to (0.48); which indicates a good correlation. The t-test of the test was obtained (5.46); which is more than the critical value of t at the error level of 5% (1.96), and shows that the observed correlation is significant. Therefore, it can be said that there is a significant relationship between teachers' information literacy and students' academic well-being. The strength of the relationship between teaching quality and academic well-being is calculated to be equal to (0.52), which indicates that the correlation is favorable. The t-test of the test was obtained (6.50), which is more than the critical value of t at the error level of 5% (1.96), and shows that the observed correlation is significant. Therefore, there is a significant relationship between the quality of teachers' teaching and students' academic well-being. The strength of the direct relationship between teachers' teaching quality and academic well-being has been calculated (0.52), indicating that the correlation is favorable. The t-test of the test is also obtained (6.50), which is greater than the critical value of t at the 5% error level (1.96), and shows that the observed correlation is significant. The indirect effect of teachers' teaching quality on academic well-being has been calculated (0.65) in the presence of a moderator variable of study strategies, which indicates that the correlation is favorable. The t-test of the test was obtained (7.63), which is greater than the critical value of t at the level of 5% error (1.96), and shows that the observed correlation is significant. The strength of the direct relationship between information literacy and academic well-being has been calculated (0.48), which indicates that the correlation is favorable. The t-test of the test was obtained (5.46), which is greater than the critical value of t at the 5% error level of (1.96), and shows that the observed correlation is significant. The indirect effect of information literacy on academic well-being has been calculated (0.59) in the presence of a moderator variable of study strategies, which indicates that the correlation is favorable. The t-test of the test was obtained (6.57), which is greater than the critical value of t at the 5% error level (1.96), and shows that the observed correlation is significant.

### **Conclusion**

The aim of this study was to investigate the relationship between information literacy and the quality of teachers' teaching with academic well-being with the moderating role of study strategies of Tonekabon junior high school girls. The results of this study are consistent with the results of the findings of Lazarides & et al, (2021) and Magen-Nagar & Shachar (2017); the quality of teaching plays an important role in improving academic well-being. It also has important effects on students' sense of satisfaction and belonging to school and the classroom. If the quality of teaching and learning environment is shaped in a way that meet the needs of students, related emotions will be created (Bashardoust et al., 2020). Therefore, creating learning in such environments is mentally more valuable for learners. Qualitative teaching should lead to the learner's mental participation in the classroom: challenge the learner scientifically (Bergey et al, 2019).

According to the results of this study, it is suggested that school administrators use teachers who are familiar with the use and apply of active, participatory and solving problem-based teaching methods in the classroom teaching process, and insist on the use of open evaluation and emphasis on doing projects to strengthen students' perception and independent and deeper learning, or prepare school teachers for this important matter by holding workshops. On the other hand, due to the importance of study strategies, it is recommended that it be considered in the education of students and that teachers and education officials try to acquaint students with these strategies and provide conditions to teach these strategies to students.