

Original Article (Quantified)

# Investigating the relationship between academic enthusiasm and learning motivation with academic performance and the mediating effect of innovative behaviors

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**Abstract**

This research aimed to investigate the relationship between academic enthusiasm and learning agility with academic performance and the mediating effect of innovative behaviors in a descriptive and correlational way. The statistical population of this research is the female students of the elementary school in the city of Selseleh in the academic year of 2022-2023; 247 people among whom were selected as a statistical sample, according to Morgan's table. Four questionnaires were used to collect information, including Tsai's Innovative Behavior Questionnaire (2011), Kraut and Caldwell's Learning Agility Questionnaire (2016), Friedel and Paris' Academic Enthusiasm Questionnaire (2005), and Pham and Taylor's Academic Performance Questionnaire (EPT). Spss statistical software and Lisrel software along with descriptive statistical methods including frequency table, frequency percentage, sample subjects of the research and related graphs were used to analyze the data; and Pearson's correlation coefficient and multiple regression analysis and structural equation modeling were used to analyze the research hypotheses and to compare the variable's status. The results showed that there is a significant relationship between academic enthusiasm and academic performance ( $r = 0.782$ ). Based on the coefficient of determination ( $r^2$ ), 61.1% of the variance of academic enthusiasm and academic performance was shared. There is a significant relationship between learning agility and academic performance ( $r=0.754$ ). Based on the coefficient of determination ( $r^2$ ), 56.8 percent of the variance of learning agility and academic performance was shared. That is, there is a significant relationship between innovative behaviors and academic performance ( $r=0.494$ ). Based on the coefficient of determination ( $r^2$ ), 24.4 percent of the variance of innovative behaviors and academic performance was shared. Learning agility dimensions of academic performance = (60/60) + behavioral (2.38) + emotional (1.23) + cognitive (0.33), and innovative behavior dimensions of academic performance = (60.57) + mental agility (2.66) + Results Agility (0.799) + Human Agility (0.168) have the ability to predict academic performance. Also, there is no significant difference among respondents' opinions according to demographic factors in the academic enthusiasm variable, learning agility, innovative behaviors and academic performance, and there are causal relationships between academic enthusiasm, learning agility, innovative behaviors and academic performance.

**Keywords:**

Academic enthusiasm, learning agility, Human resources, Academic Performance, Innovative behaviors

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## Extended abstract

### Introduction

Academic performance and the factors affecting it have been the focus of education experts for years, and each year it takes a large share of research. Academic performance is all the activities and efforts that a person shows in order to acquire science and knowledge, and pass different grades and degrees in educational centers (Hanze & Berger, 2018). Many factors can affect the academic performance of students, one of which is academic enthusiasm. Academic enthusiasm refers to the amount of energy a student spends on doing their academic work, as well as the effectiveness and efficiency achieved (Strobel, Tumasjan & Sporrle, 2021).

Although all over the world today, teaching creative and innovative learning has become a mandatory part of the education program for children, and people's enthusiasm for the subject of creativity and innovation and teaching it is expanding day by day, the researches conducted in this field show that still many teachers spend most of their class time presenting materials or asking questions that only require re-assembling simple scientific facts, and only one percent of the time spent in the class is dedicated to tasks required to innovative behaviors (Padrond, 2013). Innovative behavior is a part of organizational behavior, based on a complete understanding of duties and responsibilities in the workplace, and is a result of incentives to advance actions (Gogoleva, et al, 2019). Considering the importance of academic performance and its effects on the future life of students and many factors that can influence it, this research aims to investigate the relationship between academic enthusiasm and learning agility with academic performance with the mediating role of innovative behaviors, and to answer the question: Is there a relationship between academic enthusiasm and learning agility with academic performance with the mediating role of innovative behaviors?

### Theoretical framework

#### Academic performance

Academic performance is all the efforts and activities a person shows in order to acquire knowledge, sciences, and pass different levels of education in educational centers (Barrera, 2016).

#### Passion for education

The concept of academic enthusiasm has been conceptualized by theorists in different ways; each of these conceptualizations are explained below:

According to Fin (1989), academic enthusiasm consists of two behavioral components (participation) and emotional component (identification).

#### Innovative behavior

According to Webster's dictionary, innovation is the beginning with the introduction of something new, being creative in business-economic activities, any kind of new product or service or any kind of work process that is new and different from the past and new inventions. Briefly, the factor that can create new economic value is called innovation (Shahin and Bigi, 2020).

#### Learning agility

Learning agility is one of the new concepts related to people's learning, which can affect the personal development of employees at the individual level. This concept was first proposed in 2000 by Lombardo and Aichenberg (De Meuse, 2017).

### Research methodology

In terms of its purpose, the current research is applicable and descriptive, of correlation type. The studied population of elementary school girls in the city of Selseleh in the academic year

of 2022-2023 is 3579 people. In this study, 247 people were selected as a statistical sample using available sampling method and using Morgan's table.

### **Research findings**

In this research, Spss statistical software and Lisrel software were used to analyze the data. In the inferential findings section, the first finding was that there is a significant relationship between academic enthusiasm and academic performance. The second finding of the research was that there is a significant relationship between learning agility and academic performance. The third finding of the research was that there is a significant relationship between innovative behaviors and academic performance. The fourth finding of the research was that the dimensions of academic enthusiasm can predict academic performance. The fifth finding of the research was that the dimensions of learning agility can predict academic performance. The sixth finding of the research was that the dimensions of innovative behaviors can predict academic performance. In order to present the model, the conceptual model showed the effect of job enthusiasm and learning agility on academic performance with the mediating role of innovative behaviors.

### **Conclusion**

The present study was conducted with the aim of investigating the relationship between academic enthusiasm and learning agility with academic performance and the mediating effect of innovative behaviors. The findings show that the correlation coefficient between academic enthusiasm and academic performance is significant. According to the results of the research, the following suggestions are presented:

- 1- It is suggested to use verbal encouragements in appropriate situations and to encourage students to participate in learning, and successful feeling of students be promoted by properly recognizing and analyzing the motivation of learners for the efficiency and effectiveness of teaching and learning activities.
- 2- For better learning and growth of students' academic performance in educational activities, it is suggested that teachers pay more attention to controlling their behavior.
- 3- According to the theoretical foundations and gaps in the current research, it is suggested that variables such as the relationship with the school, academic motivation, academic burnout, etc. should also be examined and the mediating role of local culture should also be considered.