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TO EXPLORE THE MEDIATING ROLE OF HIGH SCHOOL EDUCATIONAL PSYCHOLOGY IN TEACHERS' CLASSROOM ORGANIZATION AND PLANNING

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Abstract

This study investigates how high school educational psychology mediates the connection between instructors' planning and the organization of the classroom. It attempts to investigate the relationship between educational psychology and teachers' use of planning and organization techniques in the classroom. A survey questionnaire was used to gather information from the 320 high school students from China who participated in the study. Data from a sample of high school teachers are gathered through a survey instrument as part of the study's quantitative research design. Descriptive statistics and structural equation modeling were then used to evaluate the data. The mechanisms underpinning the mediating role of educational psychology were understood using social exchange theory as the theoretical framework. The value of this study rests in its ability to advance our knowledge of the elements that go into good planning and organization in the classroom, as well as the function that educational psychology plays in these activities. Effective teaching requires careful planning and organization of the classroom, and educational psychology has a significant impact on how teachers implement their profession. Teachers, educational officials, and academics will benefit greatly from the study's findings in developing interventions and techniques to enhance classroom practices. The results imply that teachers' knowledge of and implementation of educational psychology principles can improve their methods for scheduling and organizing lessons. The study's findings and their consequences for educational practice will be outlined in the conclusion.

Keywords: Students Innovative Behavior; Classroom Management; Educational Psychology; Students Learning Experience; High School Education

1. INTRODUCTION

Effective planning and organization in the classroom are essential elements that influence students' learning outcomes and overall academic success (Matthews & López, 2020; Wolff, Jarodzka, & Boshuizen, 2021). Teachers are essential in fostering a learning atmosphere where students are inspired, involved, and supported. The organization of classrooms and the planning of classes can have a big impact on how well students learn (Cao et al., 2022). The importance of classroom organization and planning increases in high schools, where kids are entering puberty and dealing with a range of academic and socioemotional issues. High school students frequently encounter a wider variety of subjects, tougher academic standards, and more freedom in their learning (Cao et al., 2022). Therefore, it is crucial to comprehend the variables that affect efficient planning and organization in the classroom in this particular educational context.

Educational psychology is a crucial component that can affect how teachers design and organize their classrooms. The study of how people interact, learn, and grow in educational contexts is included in the field of educational psychology (Aboobaker & KA, 2021). It focuses on comprehending

how students' learning and well-being are impacted by cognitive, emotional, and social variables. Teachers can foster a supportive and interesting learning environment for their students by incorporating educational psychology ideas into their instructional practices (Kohn Rådberg, Lundqvist, Malmqvist, & Hagvall Svensson, 2020; Luo, Yang, Xue, & Zuo, 2019).

The influence of educational psychology in affecting teaching techniques has been well recognized in the realm of education. When planning and organizing their classrooms, teachers who are knowledgeable in educational psychology can use this information to help their students learn in a positive environment (Matthews & López, 2020; Wolff et al., 2021). A Ministry of Education program demonstrates the government's commitment to significantly increasing educational standards nationwide; it is predicted that by 2020, close to 31,000 people will have completed senior high school (Herman, Reinke, Dong, & Bradshaw, 2020). Also, it is predicted that the population's average length of schooling will rise from eight years to almost eleven and that the percentages of illiteracy and semi-literacy will decrease below three percent. Junior high school (grades 7-9) and senior high school are the two primary levels of the high school education system in China (grades 10-12) (Kohn Rådberg et al., 2020; Luo et al., 2019). Teachers can better prepare their students for learning by understanding the facilitating role of educational psychology in classroom organization and planning (Lathifah, Helmanto, & Maryani, 2020).

Students' innovative behavior is referred to as "the ability to create and implement novel concepts, procedures, and products" (Aboobaker & KA, 2021). Students that act innovatively tend to be inquisitive, imaginative, and open-minded. China has been a technological and innovation leader on a global scale in recent years. The emphasis on encouraging innovative conduct among students, particularly in high schools, has been one of the major contributors to this accomplishment (Cao et al., 2022). The ability to create and implement novel concepts, procedures, and products is referred to as innovative behavior. For pupils to flourish in today's fast-paced, continuously changing world, it is an essential talent to learn. In this context, this essay will examine the elements, such as the role of the educational system, cultural values, and extracurricular activities, that contribute to students' innovative conduct in Chinese high schools (S. Li, Xu, & Xia, 2020). Students can feel comfortable, secure, and confident in the classroom by establishing clear routines and processes for daily chores including entering and exiting the classroom, turning in homework, and transitioning between activities. Fewer distractions, more time for learning, and better academic success can result from this. Establishing high standards for pupils' behavior and academic performance might inspire them to reach their greatest potential. Instructors can let students know what is expected of them and assist them in creating tough but attainable goals (Awidi & Paynter, 2019; Lazarides, Watt, & Richardson, 2020; Wolff et al., 2021). By adapting their teaching strategies and resources to the various requirements of their pupils, teachers can differentiate their instruction. This can entail adjusting the pace, structure, or substance of the lesson, offering more assistance or difficulty, and using a variety of learning modes and styles.

Educational psychology focuses on comprehending how kids learn and how instructional strategies might be improved to improve learning outcomes (Herman et al., 2020). High schools in China are essential in helping students get ready for college entrance tests, which define their future academic and professional routes. As a result, educational psychology has emerged as a crucial area of research for high school teachers and administrators looking to enhance their instructional approaches (Bowman, Vongkulluksn, Jiang, & Xie, 2022). These innovations have benefited greatly from the contributions

of educational psychology, which has offered insights into successful instructional strategies, student motivation, and learning assessment. High schools in China are attempting to improve their students' learning environments by implementing theories and research in educational psychology (Awidi, Paynter, & Vujosevic, 2019). High school students in China may face a challenging and demanding learning environment. Six days a week is the norm for students to attend school, and they frequently have lengthy days that begin early and end in the late afternoon or evening (Awidi & Paynter, 2019; Kohn Rådberg et al., 2020; Selvanathan, Hussin, & Azazi, 2020). The curriculum is very regimented and concentrated on fundamental areas including physics, math, English, and Chinese. Students are expected to study independently after school hours due to the rigorous workload. An effective learning experience should be interesting, pertinent, and significant to the student in order to foster a lifelong love of learning in them. In order to prepare students for success in both their academic and professional life, it should also foster the development of critical thinking, problem-solving, and collaborative abilities (Yuan, Yu, & Wu, 2021).

Studies on the mediating function of high school educational psychology in the relationship between teachers' classroom organization and planning, however, are lacking (Bowman et al., 2022). While earlier research has examined the significance of planning and organizing a classroom, little focus has been placed on comprehending how educational psychology can mediate this relationship. Understanding this mediation can help us better understand the underlying processes that support effective teaching methods (Herman et al., 2020).

The goal of the current study is to close this gap by examining the mediating function of high school educational psychology in the relationship between teachers' planning and organizational practices in the classroom (Yuan et al., 2021). Chinese high school students, who experience distinctive cultural and educational backgrounds, will be the subject of the study. The study aims to improve our knowledge of the elements that go into effective teaching practices in high school settings by examining this mediating role. This study's significance comes from its potential to educate educators, including policymakers, educators, and researchers, on the value of applying educational psychology principles to designing and organizing lessons (Herman et al., 2020).

The present study determines to explore the mediating role of high school educational psychology in teachers' classroom organization and planning in high schools in China students. The current study established its social exchange theory. Social exchange theory describes as "suggests that people engage in social interactions based on the expected outcomes of those interactions, weighing the potential benefits against the potential costs" (Y. Wang, Xiang, Yang, & Ma, 2019). In social interactions, people are rational agents who aim to maximize their self-interest, according to the social exchange hypothesis. They weigh the advantages and disadvantages of a contract and decide whether to participate based on whether they think it will eventually be advantageous to them (Luo et al., 2019). These principles serve as the foundation for the conceptual framework proposed and practically tested in this study. 1. Students' innovative behavior has a significant impact on educational psychology. 2. Classroom management has a significant impact on educational psychology. 3. Educational psychology has a significant impact on the students learning experience. 4. Educational psychology mediates the relationship between students' innovative behavior and students' learning experience. 5. Educational psychology mediates the relationship between classroom management and students' learning experience.

2. LITERATURE REVIEW

The present study determines to explore the mediating role of high school educational psychology in teachers' classroom organization and planning in high school of China students, as well as the social exchange theory involved.

3.1 Social Exchange Theory

A social psychological and sociological theory called social exchange theory aims to quantify the costs and rewards of social interactions (Y. Wang et al., 2019). It implies that people make social decisions based on the results they anticipate from such decisions, balancing the advantages and disadvantages of various scenarios. In social interactions, people are rational agents who aim to maximize their own self-interest, according to the social exchange hypothesis. They weigh the advantages and disadvantages of a contract and decide whether to participate based on whether they think it will eventually be advantageous to them (Awidi & Paynter, 2019). According to the theory, social connections are maintained through a process of social exchange in which people give and receive benefits (such as love, companionship, and support) as well as costs (e.g., time, effort, money). Successful relationships are those in which the benefits exceed the drawbacks. Many social phenomena, including love relationships, friendships, and encounters at the workplace, have been studied using the social exchange paradigm (Esmaceli, Sohrabi, Mehryar, & Khayyer, 2019). It has been used to explain why people decide to go into or quit relationships, why some relationships work better than others, and why some people are more or less inclined to lend a hand to others in different circumstances. Opponents of social exchange theory have argued that it oversimplifies social interactions and ignores the role of emotional variables and other non-material incentives in social relationships (C. H. Li & Wu, 2011; Sameer, 2018). It continues to be a well-researched and significant viewpoint in sociology and social psychology.

Social exchange theory can be used in educational psychology to comprehend the dynamics of social interactions among students, between students and teachers, and in the classroom. In explaining why students would engage in academic behaviors like studying or participating in class, as well as how these behaviors are influenced by the social milieu, social exchange theory can be particularly helpful (Berger, Girardet, Vaudroz, & Crahay, 2018; Gage, Scott, Hirn, & Macsuga-Gage, 2018). According to the social exchange hypothesis, students make decisions about their academic behavior based on the rewards and costs they anticipate from it. For instance, a student might prepare for a test because they think doing so will lead to future academic success and a good mark (reward) (benefit) (Hansen & Pihl-Thingvad, 2019). Alternatively, a student could decide not to engage in class if they think doing so will have unfavorable social repercussions, such as being teased or rejected by their peers (cost). According to the social exchange theory, students' academic behaviors can be influenced by the social environment of the classroom (Awidi & Paynter, 2019). Students may be more motivated to engage in academic behaviors if, for instance, the classroom environment is supportive and promotes academic accomplishment because they believe the advantages outweigh the drawbacks (Pellas, Fotaris, Kazanidis, & Wells, 2019). Students may be less motivated to engage in academic actions if a classroom climate is hostile or unsupportive because they believe the risks outweigh the rewards.

3.2 Students' Innovative Behaviour and Educational Psychology

Today's society has made innovation a buzzword, thus researchers studying educational psychology have been looking at the variables that affect students' innovative behavior (Lathifah et al., 2020). The ability of students to come up with original ideas, think creatively, and use problem-solving techniques in educational contexts is referred to as innovative behavior (Wolff et al., 2021). Understanding and encouraging students' inventive behavior are important tasks for educational psychology. The cognitive mechanisms that underlie creativity and divergent thinking, which are crucial elements of innovative behavior, are explored by educational psychology (Selvanathan et al., 2020). It offers knowledge on how to inspire pupils to think outside the box, come up with many solutions to issues, and consider different viewpoints (Gaias, Johnson, Bottiani, Debnam, & Bradshaw, 2019). Educational psychology places a strong emphasis on how important motivation is in encouraging creative behavior. It looks at how to foster students' innate desire, curiosity, and self-efficacy to motivate them to take chances, investigate novel concepts, and solve creative problems. Educational psychology emphasizes the significance of developing supportive learning environments that inspire students' originality and creativity (Lazarides et al., 2020). It investigates how students' readiness to take intellectual risks, exchange ideas, and engage in creative endeavors might be influenced by classroom culture, teacher-student interactions, and peer collaboration. Educational psychology investigates the cognitive processes necessary for problem-solving and how students might grow in these areas (Selvanathan et al., 2020). It offers methods for fostering the analytical reasoning, critical thinking, and flexible thinking that are necessary for innovative behavior. Educational psychology is aware of how socio-emotional elements might affect students' ability to think creatively. It looks into how traits like self-assurance, resiliency, and a positive outlook affect students' readiness to experiment with new concepts, persevere through difficulties, and accept failure as a teaching tool (Lazarides et al., 2020). Educational psychology places a strong emphasis on the value of giving students control and freedom over their education. Educational psychology promotes intrinsic motivation, which is closely associated with innovative behavior, by letting students explore their interests, create objectives, and take responsibility for their learning. Educational psychology provides a variety of ways and techniques for doing this. These could include problem-based learning exercises, open-ended projects, brainstorming sessions, and exposure to many viewpoints and stimuli (Gaias et al., 2019).

Aboobaker and KA (2021) examined the relationship between a growth mindset and innovation among high school students. The researchers found that students who had a growth mindset were more likely to engage in innovative behavior than students who had a fixed mindset. Matthews and López (2020) examined the impact of teacher support on students' innovative behavior. The researchers found that students who received more teacher support were more likely to engage in innovative behavior. Lazarides et al. (2020) investigated the role of technology in promoting students' innovative behavior. The researchers found that the use of technology, such as online discussion forums and collaborative software, promoted students' innovative behavior. Kohn Rådberg et al. (2020) examined the relationship between creativity and innovative behavior among college students. The researchers found that students who had higher levels of creativity were more likely to engage in innovative behavior. Luo et al. (2019) investigated the impact of peer collaboration on students' innovative behavior. The researchers found that students who collaborated with their

peers were more likely to engage in innovative behavior than students who worked alone. Thus researcher hypothesized that;

H1: *Students' innovative behavior has a significant impact on educational psychology.*

3.3 Classroom Management and Educational Psychology

Effective teaching and learning depend on good classroom management. In China, high schools confront particular issues when it comes to classroom management, and educational psychology can provide insights and solutions to improve classroom management practices (Gage et al., 2018). A happy and effective learning environment is created by teachers using a variety of tools and approaches referred to as classroom management (Cheng & Tsai, 2019). Effective classroom management strategies require an understanding of and use of educational psychology. Educational psychology is aware that each student has a different background, learning style, set of skills, and set of needs (Gaias et al., 2019). Teachers can adapt their classroom management strategies to meet the various requirements of their students by studying individual variances (Lazarides et al., 2020). When defining rules, procedures, and expectations, this entails taking into account elements like pupils' cognitive capacities, socioemotional development, and cultural backgrounds. Educational psychology sheds light on reinforcement theory and behavior management strategies (Gaias et al., 2019). It provides methods for resolving problematic behaviors and encouraging better behavior, including modelling, behavior contracts, and positive reinforcement. Teachers can create a controlled and encouraging classroom atmosphere that promotes positive student behavior by having a solid understanding of behavior management principles (Cheng & Tsai, 2019). Educational psychology places a strong emphasis on how students' motivation affects their learning and behavior. Teachers can create lessons and activities that encourage student engagement, intrinsic motivation, and a sense of autonomy by having a solid understanding of motivational theories and principles (Lazarides et al., 2020). This lessens disruptive behavior and promotes a positive learning environment in the classroom. Educational psychology acknowledges the value of social-emotional learning in managing classrooms. Awidi and Paynter (2019) encourage students' social-emotional growth, self-awareness, empathy, and emotional control, teachers might use educational psychology principles. Teachers can provide a good and respectful learning environment by implementing techniques including the explicit teaching of social skills, building a caring classroom community, and offering chances for emotional expression. Educational psychology studies the brain's mechanisms for memory, learning, and attention (Gaias et al., 2019). This information can be used by teachers to create instructional techniques that maximize student engagement and learning results. Teachers can control the cognitive load and promote efficient learning by using techniques like scaffolding, chunking knowledge, and using a variety of teaching modalities. Educational psychology places a premium on the importance of a good classroom atmosphere and solid teacher-student ties for efficient classroom management (Berger et al., 2018). Teachers can use educational psychology principles to establish a secure and welcoming learning environment, promote active involvement, and develop good relationships with their students. Fostering a sense of community, trust, and cooperation, helps to lessen disagreements and disruptive behavior (Wolff et al., 2021).

Effective classroom management techniques are associated with favorable student outcomes, such as greater academic achievement and fewer behavioral issues, according to Awidi & Paynter (2019). According to Aboobaker and KA (2021), a teacher's classroom management techniques have a big impact on the motivation and involvement of their students. Lazarides et al (2020) identified several crucial classroom management techniques, such as setting clear expectations, giving feedback, and rewarding good behavior. Effective classroom management techniques have been connected to improved student achievement and a good attitude toward learning, according to Matthews and López (2020). According to Aboobaker and KA (2021), classroom management techniques that emphasized fostering strong relationships with students and a positive learning environment can reduce behavior issues and boost academic performance. Matthews and López (2020) highlighted several essential elements of good classroom management, including establishing clear norms and procedures, building strong relationships with students, and promoting a pleasant classroom climate.

H2: *Classroom management has a significant impact on educational psychology.*

3.4 Educational Psychology and Students' Learning Experience

The study of educational psychology is essential to comprehending and improving students' educational experiences (Lazarides et al., 2020). Different learning theories that shed light on how students pick up knowledge and abilities are included in educational psychology. These theories, including behaviorism, cognitivism, constructivism, and socio-cultural theory, aid teachers in comprehending the mechanisms and processes underpinning student learning (Esmaili et al., 2019). Teachers can create lessons and learning activities that complement students' cognitive talents and foster successful learning by putting learning theories to use. Educational psychology studies mental functions like memory, problem-solving, critical thinking, and attention. Teachers can create tactics and teaching methods that help students process information, comprehend it, and apply it by being aware of these processes (Wolff et al., 2021). Teachers can use teaching strategies that cater to students' cognitive capacities, encourage deeper comprehension, and improve metacognitive abilities. Educational psychology researches the motivational ideas and tenets that affect students' interest in and persistence in their academic work (Esmaili et al., 2019). Teachers can design a stimulating learning environment by having a thorough awareness of elements like intrinsic motivation, self-efficacy, goal orientation, and interest. They can use techniques to encourage students' curiosity, autonomy, and sense of competence, which will improve engagement and make learning more enjoyable. Educational psychology takes into account pupils' various requirements and aptitudes (Gaias et al., 2019; Selvanathan et al., 2020; Y. X. Wang et al., 2019). It sheds light on how people differ when it comes to their learning preferences, levels of intelligence, and cultural upbringing. To fulfill each student's individual needs, teachers can use differentiated teaching, making sure that the learning profiles of the students are taken into account while developing instructional materials, techniques, and evaluations. This encourages diversity, closes achievement inequalities, and improves educational opportunities for pupils. The use of assessments to gauge student learning is guided by educational psychology. It emphasizes the value of feedback, self-evaluation, and formative assessments in increasing learning experiences. In order to help students track their progress, set objectives, and improve their learning, teachers can employ assessment procedures that give timely

and constructive feedback. Educational psychology is aware of how social and emotional aspects affect students' learning (Awidi & Paynter, 2019; Lathifah, 2020). It places a strong emphasis on the value of a supportive learning environment, strong teacher-student bonds, and the growth of social and emotional competencies. Teachers may create the best setting for their students' learning and well-being by building a safe and inclusive atmosphere, encouraging healthy interactions, and imparting emotional regulation and interpersonal skills. The field of educational psychology examines how technology is used in the classroom (Gage et al., 2018).

Educational psychology looks at how people learn and how to make learning more effective. It focuses on comprehending the mechanisms and processes involved in learning and how they can be applied to improve instructional strategies and improve student learning (Matthews & López, 2020). The notion that learning is an active process involving the acquisition and integration of new knowledge, abilities, and attitudes is one of the fundamental ideas in educational psychology (Herman et al., 2020). Many variables, such as individual differences in cognitive capacity, desire, and past knowledge, as well as the standard of teaching methods and learning environments, have an impact on this process. A variety of research techniques and theoretical frameworks are used by educational psychologists to better understand how these variables interact to affect students' learning experiences (Esmaeili et al., 2019). For instance, they can utilize theories from cognitive psychology to investigate how memory functions and attentional mechanisms impact learning, or they might use ideas from social psychology to look at how motivation, self-control, and social relationships affect learning. Finding effective teaching tactics and teaching techniques that can improve student learning is one of educational psychology's key objectives (Aboobaker & KA, 2021; Cheng & Tsai, 2019). This could entail developing instructional materials that are interesting, pertinent, and meaningful for students or constructing learning activities that are suited to individual differences in students' talents and learning preferences. In general, educational psychology is essential for comprehending and improving students' learning experiences (Esmaeili et al., 2019). Educational psychologists can assist educators in creating more productive educational practices and support students in realizing their full potential by integrating scientific methodologies and theoretical frameworks into the study of learning.

H3: *Educational psychology has a significant impact on the student's learning experience.*

3.5 Mediating Role of Educational Psychology

According to Aboobaker and KA (2021), innovative behavior can enhance learning outcomes like academic performance, engagement, and motivation. Pupils who have confidence in their capacity to think creatively are more likely to act creatively and achieve successful learning outcomes. The foundation of innovative conduct is creativity. Educational psychology can assist in identifying practical methods for encouraging students' creativity (Cheng & Tsai, 2019; Luo et al., 2019). Positive learning outcomes are more likely to be attained by students who are intrinsically motivated to learn and who exhibit inventive behavior. The association between inventive behavior and educational outcomes can also be influenced by the design of the learning environment. In order to create welcoming and interesting learning environments, effective solutions can be found with the aid of educational psychology (Esmaeili et al., 2019). Understanding how people learn and develop in

educational environments is the main goal of the branch of study known as educational psychology. Cognitive processes involved in learning, such as attention, memory, thinking, problem-solving, and metacognition, are studied by educational psychology. It investigates how these procedures affect learning outcomes and directs the creation of teaching methods that maximize learning (Cheng & Tsai, 2019; Luo et al., 2019).

Educational psychology can aid in our understanding of how to encourage students' creative activity in the classroom. According to Aboobaker and KA (2021), encouraging students' creativity and invention can enhance their enthusiasm and engagement, which can have a favorable effect on their learning process. A classroom climate that promotes innovation and creativity can be created by instructors by offering chances for discovery, encouraging risk-taking, and advocating a growth mindset, according to educational psychologists. A key element that might affect students' learning experiences is classroom management. A safe and encouraging learning atmosphere can be created in the classroom through effective administration, allowing students to focus on their academic work undistracted (Cheng & Tsai, 2019; Kohn Rådberg et al., 2020). Teachers can benefit from the advice of educational psychologists on how to use classroom management techniques that encourage good behavior and assist student learning. Central to educational psychology is the idea of education, which also serves as a mediator between numerous elements that influence students' learning. The idea of education specifically offers a framework for comprehending how teaching methods, learning settings, and individual variations interact to affect students' learning experiences (Aboobaker & KA, 2021; Esmacili et al., 2019). The idea of education can be used by educational psychologists to investigate how various teaching methods affect student involvement and motivation. They may look into how teaching methods that encourage active learning, including group projects and problem-solving exercises, might improve students' sense of ownership and accountability for their education (Cheng & Tsai, 2019). Educational psychologists can better grasp the role of individual differences in learning by using the notion of education. Educational psychologists can create lesson plans and activities that are customized to the particular requirements and interests of each student by taking into account the fact that pupils have varied learning styles, cognitive capacities, and past knowledge (Luo et al., 2019). The idea of education can also serve as a foundation for delving into how learning environments influence students' learning results. For instance, educational psychologists may look into how things like class size, teacher-student interactions, and technology use can affect what students learn and how well they do in school (Wolff et al., 2021). Ultimately, by offering a framework for comprehending how diverse elements interact to affect student learning, the idea of education mediates educational psychology (Matthews & López, 2020). Educational psychologists can assist educators in creating more successful instructional strategies and learning environments that support student success and academic accomplishment by researching these relationships.

H4: *Educational psychology mediates the relationship between students' innovative behavior and students' learning experience.*

H5: *Educational psychology mediates the relationship between classroom management and students' learning experience.*

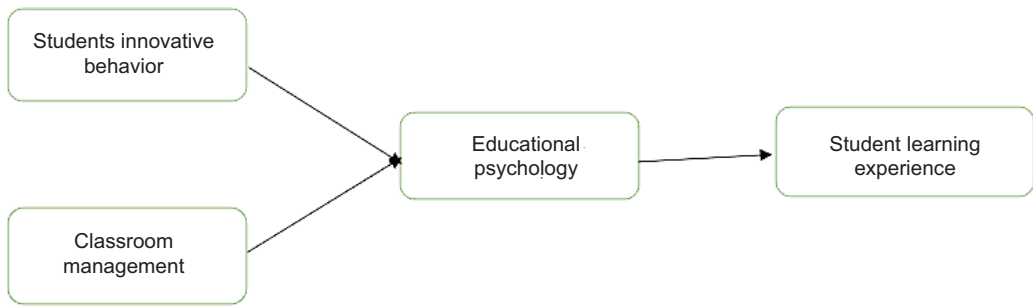


Fig. 1 Conceptual framework.

3.6 Conceptual Framework

The framework we developed using the aforementioned factors is shown in Figure 1.

4. METHODOLOGY

The social exchange theory was used to build the study's model. Conceptually, this model is built on the aforementioned notion. The major goal of the study was to decide whether to look at the mediating role of high school educational psychology in teachers' organization and design of classrooms for students in high schools in China, as well as the role of social exchange theory.

The Chinese students who resided in China and speak the local dialect served as the study group. Deans, heads of department, and personnel doing administrative tasks were consulted with the initial instrument validation; following a thorough evaluation, they gave their approval. Surveys were created to collect data, and an online technique was utilized to collect information from the respondents. The purpose of the study and its questions were explained to the respondents in order to improve their comprehension and level of response. In contrast, email was also sent to those organizations that were included in the online mode of data collection and distribution in order to obtain specific information based on the prescribed format and inquiries. The participants received a brief explanation of each component of the instrument, such as the goals and background of the study. Kumar et al. (2020) carried out a study of a similar nature, evaluating the relationship between technology and social distance and organizational performance with the presence of mediating variables such as force shift to online learning. They also concluded that their sample size should be 220 respondents, and as a result, 150 respondents are needed for PLS (Akcaoglu & Lee, 2016; Teddlie & Yu, 2007). A sample size of 320 was taken in this research.

As the survey was conducted in English and the respondents were high school students, they were required to respond in English to the questions regarding the investigation of the mediating role of high school educational psychology in teachers' organization and planning of classrooms in high schools in China for students as well as the social exchange theory. According to the researcher's ethical framework, it was strictly ensured that the data collected from the respondents was kept

confidential and utilized exclusively in this study. The study's findings are based on 320 people who answered and were taken into account.

4.1 Participants

Close-ended survey questions were utilized to elicit pertinent information from the respondents, and data was only gathered once using the cross-sectional methodology. A 7-point Likert scale was utilized to collect the data along with quantitative methods. Following the relevant authority's clearance, a thorough description and an adjusted questionnaire were given to the chosen samples for data collection. The fact that data will be protected, only utilized for this research, and specified in the approval and description given to the students was also taken into account. The basic goal was simply to win the respondents' trust so that better data could be collected. The questionnaires were completed by 320 participants in total, all of whom were Chinese high school students. The study's sample was chosen using a planned, systematic, and purposeful selection approach. This form of data collection involves procuring samples or using the Internet to gather data (Sarstedt et al., 2022). Following data collection, PLS-SEM smart PLS 3.0 was utilized as a method and program for analysis and findings, where hypotheses were tested using the aforementioned procedure in PLS 3.0 (Baghaei & Ravand, 2016).

4.2 Measurement Scale

A 16-item questionnaire was devised to determine whether to investigate the mediating role of high school educational psychology in teachers' organization and planning of classrooms in high schools in China for students as well as the social exchange theory involved.

Student's innovative behavior includes 5 items such as "How often do you make important institutional members enthusiastic for innovative ideas?" adopted by. Classroom management includes 3 items such as "Tell them your expectations for class participation and remind them of the importance of being active in learning" adopted by. Educational psychology includes 4 items such as "I feel confident helping to set targets/goals in my work area" adopted by. Student's learning experience includes 4 items such as "The assessment methods of the courses in this program required an in-depth understanding of the course content" adopted by.

5. RESULTS

Table 1 contains information on demographics, research findings, and social exchange theory that is pertinent in determining whether to investigate the mediating role of high school educational psychology in teachers' organization and planning of classrooms in high schools in China for students as well as social exchange theory involved. The model's examination of Chinese high school students (N=320) found that the student's gender, age, geography, and high school rank were the most relevant criteria. Figure 1 presents a random sample of demographics.

In table 1, the gender of male students was 59% and female was 40%. High school students age 15-17 were 44%, while the age 17-20 were 56%. The location of data collection from high school students were urban areas 53% and rural areas 47%. High school rank of students of junior rank was 47%, and senior rank was 53% in China.

Table 1. Demographic profile.

Demography	Description	No. of Responses	%
Gender	Male	190	59
	Female	130	40
Age	15–17	140	44
	17–20	180	56
Location	Urban	170	53
	Rural	150	47
High School Rank	Junior (7–9)	150	47
	Senior (10–12)	170	53

5.1 Measurement Model

To evaluate how well the more successful model performed, structural equation modelling with partial least squares (PLS) was used in the current study. This measurement was performed using Smart PLS. This quality score takes into account the average extracted variance (AVE), confirmatory factor analysis (CFA), convergent validity, and discriminant validity (Fornell & Larcker, 2014). Validity and reliability are the two main criteria used in PLS analysis. This is accurate because determining the model's quality is the primary goal of model measurement. Convergent and discriminant validity assessments of the research construct were made. The average variance extracted (AVE) values and item loading values were used to investigate the convergent validity, also known as internal consistency, of the variables. The consistency of the items was evaluated in this convergent validity analysis (Hamdollah & Baghaei, 2016).

5.2 Composite Reliability and Validity

The factor loadings, validity, and reliability of the data gathered from 320 high school students in China were also evaluated using PLS-SEM. The validity, reliability, and item factor loading for the PLS measurement model are detailed in Table 2. A score of 0.70 or above is required for Cronbach's alpha test, which is frequently used to evaluate an item's internal consistency. Cronbach's Alpha and the composite reliability ratings were both greater than 0.70. The composite reliability scores varied from 0.859 to 0.911 and were over the threshold range of 0.70. Table 2 Composite Reliability lists values for average extracted variance and Cronbach's alpha.

5.3 Discriminant Validity

Any research technique must also demonstrate its discriminant validity. The discriminant validity of one predictor variable shows why it differs from some of the other covert variables (Fornell & Larcker, 2014). To assess the discriminant validity, the associated factor variation, AVE value, and other ranges of fundamental beliefs must all be less than the AVE of the different components (Hamdollah & Baghaei, 2016). When an idea is validated using discriminant validity, it is compared

Table 2 Composite reliability, Cronbach’s Alpha, and AVE values.

Construct	Item	Loadings	CA	CR	AVE
Students Innovative Behaviour	SIB1	0.735	0.865	0.903	0.652
	SIB2	0.842			
	SIB3	0.879			
	SIB4	0.773			
	SIB5	0.799			
Classroom Management	CM1	0.823	0.755	0.859	0.670
	CM2	0.798			
	CM3	0.834			
Educational Psychology	EP1	0.840	0.845	0.896	0.682
	EP2	0.838			
	EP3	0.818			
	EP4	0.806			
Students Learning Experience	SLE1	0.823	0.868	0.911	0.720
	SLE2	0.914			
	SLE3	0.908			
	SLE4	0.736			

“Note: CR=Composite Reliability; AVE=Average Variance Extracted; CA= Cronbach’s Alpha”

to other concepts. Researcher conducted additional studies for the structural analysis once we were certain that the variables’ validity and reliability complied with all standards. The discriminant validity is further supported by Table 3 of the HTMT results.

5.4 R Square

In this investigation, the researcher used SmartPLS 3.0 as a tool. Prior to discussing the effect of interactions, this study will present the R square, also known as the main regression model. According to Hamdollah and Baghaei (2016), R2 values of 0.13 should be viewed as poor, 0.33 as moderate, and 0.67 as strong (2016). The table displays the variable assessment coefficient of

Table 3 Discriminant validity.

	BI	CI	PS	PR
Classroom Management	0.819			
Educational Psychology	-0.507	0.826		
Students Innovative Behaviour	0.603	-0.626	0.807	
Students Learning Experience	0.636	-0.770	0.662	0.848

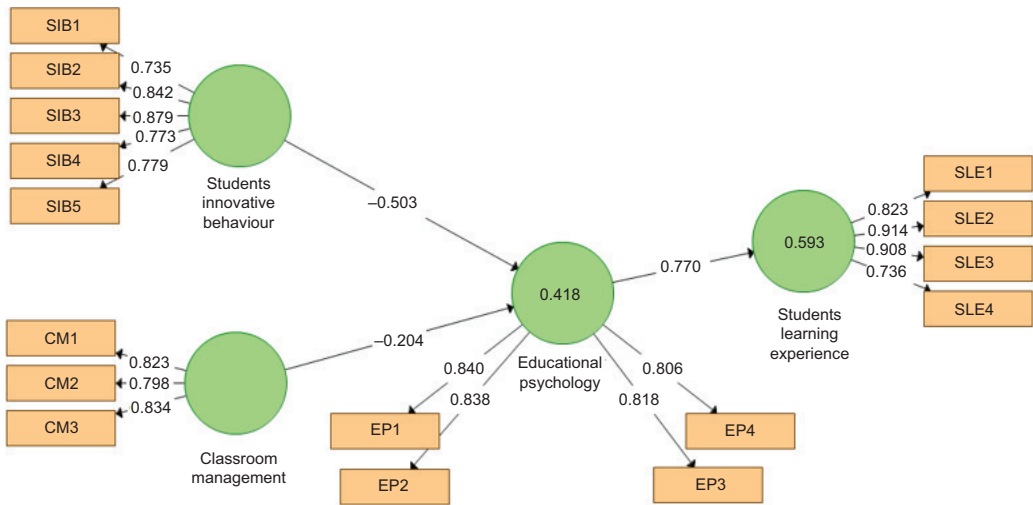


Fig. 2 Assessment of algorithm.

Table 4 Assessment of R square.

	R ²
Educational Psychology	0.418
Students Learning Experience	0.593

determination. Table 4 displays that the educational psychology R square value was 0.418 and the student learning experience value was 0.593.

5.5 Structural Equation Model

The structural model route coefficients representing the hypothesized correlations were statistically determined using the PLS-SEM bootstrapping approach. This study emphasizes the applicability of social exchange-theory to the investigation of classroom management, students' innovative behavior, educational psychology, and students' learning experience. Almost any statistic that uses the survey technique may be estimated using the sample distribution of this method. It can also be used to create tests for assumptions. When a parametric model is flawed, unavailable, or necessitates the application of complex formulas to calculate sampling error, it is typically employed as an alternative to statistical procedures (Hair & Sarstedt, 2021).

5.6 Direct Relation

An association between two variables in which they change in value simultaneously is referred to as a direct relationship (Hamdollah & Baghaei, 2016). The findings indicate a connection between innovative student behavior and educational psychology ($\beta = -0.503$, $t = 9.174$, $p = 0.0001$).

Table 5 Direct relation.

	Original Sample	T Statistics	P Values	Decision
Students Innovative Behaviour -> Educational Psychology	-0.503	9.174	0.0001	Supported
Classroom Management -> Educational Psychology	-0.204	2.896	0.004	Supported
Educational Psychology -> Students Learning Experience	-0.770	24.995	0.0001	Supported

H1 is therefore acceptable. The findings indicate a connection between educational psychology and classroom management ($\beta = -0.204$, $t = 2.896$, $p = 0.004$). H2 is therefore accepted. The findings demonstrate that educational psychology and students' learning experiences are related ($\beta = -0.770$, $t = 24.995$, $p = 0.0001$). H3 is therefore accepted.

5.7 Mediating Effect

The relationship between students' innovative behavior and their student's learning experience continues to be substantial, with educational psychology serving as a mediating factor ($\beta = 0.387$, $t = 8.621$, $p = 0.0001$, respectively). H4 is therefore accepted. The relationship between classroom management and their student's learning experience continues to be substantial, with educational psychology serving as a mediating factor ($\beta = 0.157$, $t = 2.708$, $p = 0.007$, respectively). H5 is therefore accepted. In mediation, "the parties meet with a mutually agreed-upon neutral third party who aids them in the discussion of their differences," according to the Hamdollah & Baghaei, (2016). In table 6 mediating effect shows between students' innovative behavior, classroom management and students' learning experience.

6. DISCUSSION

The present study determines whether to investigate the mediating role of high school educational psychology in teachers' organization and planning of classrooms in high schools in China for

Table 6 Mediating effect.

	Original Sample (O)	T Statistics	P Values	Decision
Students Innovative Behaviour -> Educational Psychology -> Students Learning Experience	0.387	8.621	0.0001	Accepted
Classroom Management -> Educational Psychology -> Students Learning Experience	0.157	2.708	0.007	Accepted

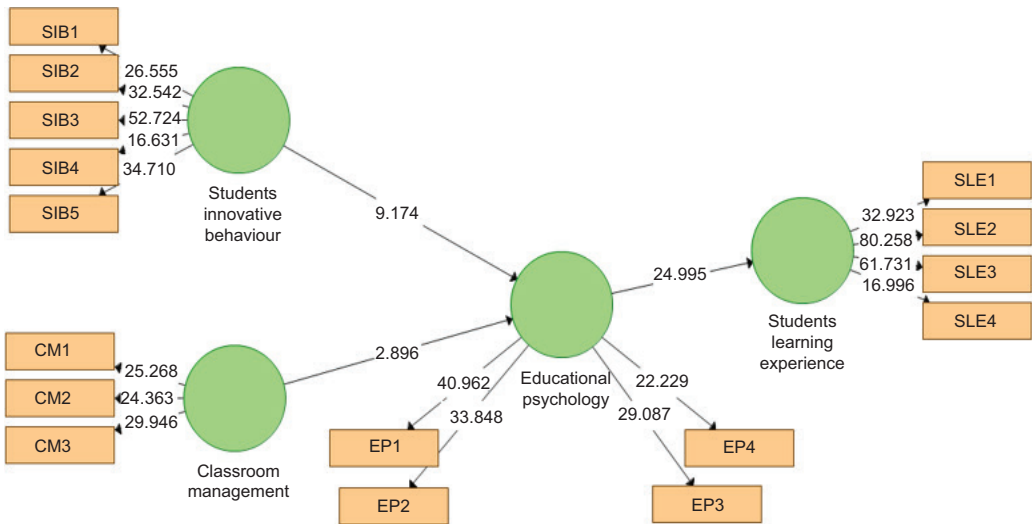


Fig. 3 Assessment of bootstrapping.

students as well as the social exchange theory involved. The relationships between students’ innovative behavior, classroom management, educational psychology, and students’ learning experience. All hypotheses were accepted.

The findings indicate a connection between innovative student behavior and educational psychology. Teachers can create instructional strategies and learning settings that encourage creative student behavior by having a thorough awareness of these characteristics (Lazarides et al., 2020). The results imply that educational psychology is essential to comprehending and encouraging creative student behavior (Selvanathan et al., 2020). The insights of educational psychology can be used by educators to design learning environments that encourage imagination, creativity, and innovation, ultimately improving student results.

The findings indicate a connection between educational psychology and classroom management. These tactics cover a wide range, from creating routines and standards to controlling student behavior and promoting student participation. Teachers can create efficient classroom management practices that encourage good student conduct and learning results by knowing these elements. According to educational psychology, making expectations and sanctions clear and consistent can aid students in understanding what is expected of them and lessen disruptive conduct in the classroom (Lazarides et al., 2020). The results imply that educational psychology is crucial to efficient classroom management. Teachers can create efficient techniques to encourage good behavior, engagement, and learning in the classroom by knowing the elements that affect student behavior and learning results. Educational psychology is aware that each student has a different background, learning style, set of skills, and set of needs (Gaias et al., 2019). The findings demonstrate that educational psychology and students’ learning experiences are related. Many factors, such as students’ unique features, the learning environment, and the instructional tactics employed by teachers,

influence how well students learn. Researchers can better understand how these variables interact and affect student learning outcomes by using educational psychology (Herman et al., 2020). The results show that educational psychology and students' learning experiences are tightly related. Educators may build interesting and effective learning environments that support student success by comprehending the elements that affect learning outcomes and developing successful teaching and learning practices.

The relationship between students' innovative behavior and their student's learning experience continues to be substantial, with educational psychology serving as a mediating factor. Innovative student conduct includes taking risks, thinking outside the box, and coming up with fresh solutions to issues. Since they show that students are interested and motivated in their studies, these behaviors are frequently linked to higher learning results (Yuan et al., 2021). Understanding educational psychology will help you design learning settings that support these behaviors. Providing children the chance to explore their own hobbies and interests can help promote originality and creativity. Educational psychology takes into account pupils' various requirements and aptitudes (Gaias et al., 2019; Selvanathan et al., 2020; Y. X. Wang et al., 2019). Educational psychology emphasizes the value of giving students feedback and encouragement to help them advance their knowledge and abilities.

The relationship between classroom management and their student's learning experience continues to be substantial, with educational psychology serving as a mediating factor. Students are more likely to feel comfortable and secure when teachers use good classroom management techniques, which can improve their academic performance. Establishing clear goals and standards, offering encouragement, and dealing with disruptive behaviors quickly and consistently are all essential components of effective classroom management (Bowman et al., 2022; S. Li et al., 2020). Educational psychology can assist in identifying practical methods for encouraging students' creativity (Cheng & Tsai, 2019; Luo et al., 2019). Educational psychologists research how children grow and learn as well as how to foster a positive learning environment in the classroom. They offer evidence-based suggestions for productive teaching methods and aid teachers in understanding the cognitive, social, and emotional requirements of their pupils.

7. CONCLUSION

This study sought to determine whether high school educational psychology played a mediating role in the relationship between instructors' planning and classroom organization. The study advances our knowledge of how to encourage excellent student outcomes in high school settings by examining the processes through which educational psychology characteristics affect the efficacy of planning and organization tactics in the classroom. It is anticipated that the study's findings will offer researchers, educational policymakers, and teachers useful new information. The study can direct the creation of interventions and methods aimed at enhancing instructional practices by identifying the mediating impacts of educational psychology characteristics, such as students' motivation, engagement, and self-regulation abilities. The results of this study are expected to highlight how crucial it is to incorporate educational psychology concepts into how classes are planned and

organized. Understanding how psychological elements in students combine with instructional tactics to sculpt learning experiences is useful for teachers. Teachers may establish a welcoming and conducive learning atmosphere by taking into account the motivations of their pupils, encouraging involvement, and attending to each one of their unique requirements.

8. IMPLICATIONS

The results of this study have theoretical and practical implications that can benefit both present and future educational institutions as well as students in Chinese high schools. Decision-makers, policymakers, and administrators could find this study to be very helpful. At high schools in China, the study first highlights the importance of students' innovative behavior, classroom management, educational psychology, and students' learning experiences. Researchers can gain a better grasp of how teachers' knowledge and use of educational psychology can affect student learning outcomes by looking at the mediating role of educational psychology in teacher planning and organization. This study can offer proof that the social exchange theory can be used in an educational setting. We can learn more about the dynamics of social exchange in the classroom by observing how teachers and students interact. Teachers can create efficient teaching strategies that are catered to the unique requirements of their students by understanding the mediating role of educational psychology in teacher planning and organization. For students, this may result in greater learning outcomes. By fostering a supportive learning environment and increasing student involvement, the use of educational psychology in teacher planning and organization can enhance teacher-student relationships. Students' performance and motivation may increase as a result. The creation of teacher preparation programs that emphasize the use of educational psychology in lesson design and organizational strategies can benefit from the findings of this research. We can raise the standard of education pupils receive by arming teachers with essential information and abilities. From the standpoint of the instructor, comprehending the mediating function of educational psychology in the structure and planning of the classroom can result in more productive teaching methods and improved interactions with students. Instructors that are aware of educational psychology can make their classrooms more conducive to learning and student engagement by utilizing this information.

9. LIMITATIONS AND FUTURE RESEARCH

This study includes both positive and negative characteristics, one of which is the small sample sizes, which can make statistical analysis challenging. Some of the study's favorable aspects include a participatory action research methodology and a strong theoretical conceptual model. Despite the study's multiple serious limitations, creative methods were proposed to fix them. Survey participants most likely don't always tell the truth. High school pupils in China have a choice of options for answering questions. Sometimes decisions are taken without completely understanding the question or the answers. The tendency of respondents to hide information or make hasty judgments frequently has an impact on the validity of the statistics. The tiny sample size of the study placed

severe restrictions on its ability to produce better and more trustworthy results. The researcher was forced to aggregate and synthesize the data into a plan in order to make sense of the findings. Further research is needed to completely understand the nuanced phenomena of Chinese adolescents entering high school. The sample size was thus tiny primarily due to this problem. The use of convenience sampling is another limitation. Picking samples at random from a sizable population is convenience sampling. Because of the limited sample size, restricted geographic scope, and practical sampling process, it is challenging to generalize the findings of the current study. In the future, more people should take part in the study, and case studies will be undertaken alongside questionnaires utilizing cutting-edge techniques. In the study, focus groups, surveys, and interviews may have all been employed. Face-to-face contact might make it possible to probe and follow up in order to collect data that would be very difficult to locate with a standard survey. They can be configured to produce highly useful data. Without exercising caution, the study's findings should not be extended to other worldwide situations. So, future research must look at the results of this study's components, especially administrative help, in other worldwide contexts. Our study's sample size was small, which might have limited how broadly the results might be applied. A large sample size could be used in future studies to increase the representativeness of the findings. The cross-sectional nature of this study restricts our capacity to infer causality. The temporal relationship between academic enterprise, collaboration, and information sharing in Chinese high schools could be investigated in future research using a longitudinal methodology. According to the social exchange theory, people interact with others by exchanging benefits and costs. According to social exchange theory, instructors should consider the benefits and drawbacks of applying high school educational psychology techniques and modify their behavior as necessary. This is relevant to how teachers organize and design their classrooms. Future studies should look at how social exchange characteristics (such as trust and reciprocity) mediate the connection between teachers' planning and the layout of classrooms in high school and educational psychology. Future studies should examine how social exchange characteristics affect how high school educational psychology and instructors' planning and structuring of classrooms interact. In order to detect potential cultural variations in the exchange of benefits and costs in social connections, future studies may assess the application of social exchange theory across various cultural contexts.

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