

THE INVESTIGATION OF CAUSAL MODEL OF EDUCATIONAL AND EMOTIONAL RESILIENCE: TEACHER AS SOCIAL CONTEXT, COGNITIVE EMOTION REGULATION AND COPING STRATEGIES

Zahra Hashemi^{1*} and Bahram Jowkar²

¹ Asst. Prof. Dr., University of Alzahra, Iran, zhashemi.serkan@gmail.com

²Assoc. Prof. Dr., University of Shiraz, Iran

*Corresponding author

Abstract

Resilience is defined as the ability for successful adaptation despite challenging or threatening circumstances. The conceptualization of resilience as a general or multidimensional construct and recognizing the inhibitors and facilitators of it are the main issues in the resilience literature. Therefore, the present study examined an explanatory causal model of educational and emotional resilience in a socio-cognitive framework and taking poverty as adversity, teacher-student interaction climate as the structural protective factor and coping strategies and cognitive emotion regulation strategies as the processing protective factors. Participants were 841 girls (466) and boys (375), higher education students selected from the low socio-economic status Shiraz high schools. Participants completed the Teacher As social Context Questionnaire of Belmont & et.al, The cognitive Emotion Regulation Questionnaire of Garnefski and Kraaji, The Children's Coping Strategies Checklist of Sandler & et.al, Educational Resilience of Martin, Children Depression inventory of Cox and Beck, and Psychological Well-Being of Kelley & Peterson. The path diagram of hypothetical model tested by Sequential simultaneous regression analyses, according to recommended steps of Baron and Kenny. Results showed that involvement, structure, and autonomy support were directly predictors of educational resilience, while involvement is a stronger predictor. Also structure (as a stronger predictor) and involvement were directly predictors of emotional resilience. Results of multiple regression showed that the active coping strategies (positively), and the negative cognitive emotion regulation (negatively), and the support seeking (positively) acted as partial mediator between teacher-student interaction climate and educational resilience respectively. The Findings also revealed mediation role of the negative cognitive emotion regulation (negatively), the active coping strategies (positively), the avoidance strategies (negatively), and the positive cognitive emotion regulation (positively), and distracting strategies (positively) respectively between teacher-student interaction climate and the emotional resilience.

Keywords: teacher-student interaction climate, coping strategies, cognitive emotion regulation, educational resilience, and emotional resilience.