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The Relationship of Early Maladaptive Schemas and Academic Resilience in Students: The Mediating Role of Cognitive Emotion Regulation

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Research Paper

Abstract

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Purpose: Academic resilience plays an important role in other academic functions. As a result, the aim of this research was determine the relationship of early maladaptive schemas and academic resilience with the mediating role of cognitive emotion regulation in students.

Methodology: This was a cross-sectional correlational study. The research population was bachelor and masters students of Tehran city in the 2020-21 academic years. The sample size based on Kline's opinion (2015) was determined 201 people which this number was selected with using available sampling method. The research tools were the Young short form early maladaptive schemas scale (1994), Samuels's academic resilience questionnaire (2009) and Garnefski, Kraaij and Spinhoven cognitive emotion regulation scale (2001) and the data obtained from their implementation were analyzed with the path analysis method in SPSS-26 and AMOS-24 software.

Findings: The findings showed that the model of early maladaptive schemas with academic resilience with the mediating role of cognitive emotion regulation in students had a good fit. all five early maladaptive schemas including disconnection and rejection, impaired autonomy, impaired limits, other directedness and over vigilance had a direct and negative effect on the students' adaptive cognitive emotion regulation and academic resilience and had a direct and positive effect on the their maladaptive cognitive emotion regulation and in addition, adaptive cognitive emotion regulation had a direct and positive effect on students' academic resilience and maladaptive cognitive emotion regulation had a direct and negative effect on their academic resilience ($P < 0.01$). Also, all five early maladaptive schemas had an indirect and negative effect on the students' academic resilience through the mediation of adaptive cognitive emotion regulation and had an indirect and negative effect on their academic resilience through the mediation of maladaptive cognitive emotion regulation ($P < 0.01$).

Conclusion: According to the results of the present research, to increase academic resilience in students, it is possible to reduce the early maladaptive schemas and maladaptive cognitive emotion regulation and increase the adaptive cognitive emotion regulation, for this purpose can be used from parenting programs and educational workshops.



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Detailed abstract

Purpose: The period of education is a period of life in which rapid cognitive and social changes occur, and therefore adaptation and adaptability to educational opportunities and challenges have been the focus of educational researchers. In recent years, the study of the effective factors in the growth and academic progress of learners has been the focus of researchers, and one of these factors that plays an important role in the growth and promotion of academic performance, including academic progress, is academic resilience. Resilience indicates a person's capacity and ability to successfully adapt to conditions despite the presence of different stresses, threats and challenges. Resilience, as one of the constructs derived from positive psychology, plays an important role in people's mental health, and resilient people can maintain and improve their mental health due to the presence of stressors. Academic resilience means a positive self-evaluation of the academic situation, a sense of control over academic performance, and trust in cognitive skills and abilities. In another definition, it was defined as the process of dealing with academic stress and challenges and using different skills to overcome them. Academic resilience helps learners to perceive the events and unpleasant events of academic life in a positive and efficient manner and to face them in a suitable way and by using them to prevent academic failure and improve academic performance. People with high academic resilience have great flexibility against problems, stresses and challenging academic conditions, they are capable of overcoming obstacles, challenges and academic crises, and they always seek to improve their academic performance with perseverance, effort, seriousness and effort. Academic resilience plays an important role in other academic functions. As a result, the aim of this research was to determine the relationship between early maladaptive schemas and academic resilience with the mediating role of cognitive emotion regulation in students.

Methodology: This was a cross-sectional correlational study. The research community was undergraduate and graduate students in Tehran in the academic year of 2020-21. According to Kline (2015), the sample size was determined to be 201 people, and this number was selected using available sampling method. In the accessible sampling method, he selected 200 students from among the students he had access to as a sample if they had the conditions to enter the study. The conditions for entering the study include the desire to participate in the research, being between the ages of 18-35, not suffering from psychological and psychiatric disorders and not receiving psychological services in the past three months, and the conditions for leaving the study include refusing to continue cooperation at any stage of the study. The research and lack of correct response were the research tools. The research tools were the short form of Young's early maladaptive schemas scale (1994), the academic resilience questionnaire of Samuels (2009) and the cognitive regulation of emotion scale of Garnefski, Kraaij and Spinhoven (2001) and the data obtained from their implementation with the method Path analysis was analyzed in SPSS-26 and AMOS-24 software.

Findings: According to the findings of this research, it was found that all five primary maladaptive schemas, including separation and rejection, impaired self-management, impaired limitations, other orientation, and excessive listening, have a direct and negative effect on the cognitive regulation of adaptive emotion and academic resilience of students, and on the cognitive regulation of maladaptive emotion. It was direct and positive. In their explanation and interpretation, it can be said that most psychological problems arise from the way people think about themselves, others, and the environment, and this way of thinking is called a schema, and early maladaptive schemas are rooted in unfortunate childhood experiences, and schemas that are formed earlier are usually stronger. Schemas arise due to the satisfaction of the basic needs of childhood and act as proofs or confirmations of childhood experiences. For this reason, primary maladaptive schemas in people who have stressful and problematic childhood experiences manifest themselves as psychological damages in adulthood, and based on this, it can be expected that primary maladaptive schemas have a direct and positive effect on the cognitive regulation of maladaptive emotions as a psychological harm. Cognitive regulation of adaptive emotion and academic resilience as characteristics indicating psychological health has a direct and negative effect. In addition, according to the findings of this research, it was found that cognitive regulation of adaptive emotion had a direct and positive effect on students' academic resilience, and cognitive regulation of maladaptive emotion had a direct and negative effect on their academic resilience. In their explanation and interpretation, it can be said that cognitive regulation of adaptive emotion Contrary to the cognitive regulation of maladaptive emotions, they are positive and suitable strategies to deal with stressful events and challenges of academic life and lead to improvement of self-esteem and academic and non-academic qualifications. On the other hand, cognitive regulation of maladaptive emotions leads to stress, depression, low academic self-efficacy and other psychological harms related to education. Another important point is that the cognitive regulation of compatible emotions, in contrast to the cognitive regulation of incompatible emotions, is related to the correct management of emotions against the daily events of academic and non-academic life and causes the creation and improvement of skills related to the improvement and promotion of education and effort, perseverance and stability in the field of review and Learning the subject matter. On the other hand, the cognitive regulation of incompatible emotions with bias in the interpretation and interpretation of events in the social environment leads to the creation of false hypotheses about oneself and the social environment, and these factors lead to negative and inappropriate evaluation of social situations. Since the population of the current research is students and a major part of their life is academic life, therefore, it can be expected that the cognitive regulation of adaptive emotion will increase the academic resilience of students and the cognitive regulation of maladaptive emotion will decrease their academic resilience. Also, according to the findings of this research, it was found that all five primary maladaptive schemas, including separation and rejection, impaired self-direction, impaired limitations, other orientation, and excessive listening, with the mediation of adaptive emotion cognitive regulation, have an indirect and negative effect on students' academic resilience, and with the mediation of maladaptive emotion cognitive regulation. It had

an indirect and negative effect on their academic resilience. In their explanation and interpretation, it can be said that the effect of primary incompatible schemas on academic resilience is realized through the mediation of cognitive and motivational variables, and the effective cognitive variables in this field are cognitive self-regulation, academic self-efficacy, self-management, cognitive and metacognitive strategies, academic self-esteem, effort, effort, perseverance and persistence in the field of education, etc., and among the effective motivational variables in this field, we can mention emotional self-regulation, internal motivation, positive academic attitude, positive academic beliefs, academic vitality, etc. Since the cognitive regulation of emotion has both cognitive and motivational dimensions with two dimensions of cognitive regulation of compatible and incompatible emotion, therefore, it can be expected that cognitive regulation of emotion is a suitable mediator between primary maladaptive schemas and academic resilience in students. As a result, it is reasonable that initial maladaptive schemas have an indirect and significant effect on students' academic resilience through the mediation of adaptive and maladaptive emotion cognitive regulation.

Conclusion: According to the results of this research, in order to increase academic resilience in students, it is possible to reduce the initial maladaptive schemas and the cognitive regulation of maladaptive emotions and increase the cognitive regulation of compatible emotions. According to the direct and indirect relationships of the current research, to increase, improve and promote the academic resilience of students, programs can be designed and implemented to adjust the initial incompatible schemas and cognitive regulation of emotion. For this purpose, parenting programs and educational workshops can be used to adjust initial maladaptive schemas and cognitive regulation of emotions with the aim of promoting academic resilience. Undoubtedly, by adjusting the initial maladaptive schemas and cognitive regulation of emotion through the explained processes, an effective step can be taken to increase the improvement and promote the academic resilience of students.

Key words: Early Maladaptive Schemas, Academic Resilience, Cognitive Emotion Regulation, Students.