

The Mediating Role of Academic Passion and Academic Well-Being in the Association between Classroom Socio-Mental Climate and Academic Resilience

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Extended Abstract

Aim

Establishing a foundation for the comprehensive development of the individual and educating individuals who are healthy, effective, and accountable in order to participate in personal and societal affairs is one of the objectives and responsibilities of education (Salehi, 2019). Given that students constitute the foundational pillar of a country's education system, they occupy a unique position and responsibility in attaining the system's objectives. Therefore, it is imperative to prioritize the education and upbringing of this segment of society, as it influences the education of the society as a whole and ensures its longevity and prosperity (Sheykholeslami & Omidvar, 2017). The aim of this study is to examine the mediating effect of academic passion and academic well-being on the association between classroom socio-mental climate and academic resilience. Human capital is a nation's most valuable asset, and cultural, economic, and social development and growth are contingent on the education and training of knowledgeable personnel, scientific advancement, and the raising of public consciousness.

Methodology

The investigation employs a descriptive-correlational methodology. The study's statistical demographic comprised sixth-grade students, both male and female, residing in Isfahan during the second semester of the 2020-2021 academic year. Strategized random sampling was utilized to select 360 pupils, 131 of whom were female and 192 of whom were male. Additionally, upon analyzing the gender variable, it was determined that 131 individuals (40.6%) were females and 192 individuals (59.4%) were boys. Initially, a letter of introduction from Tehran University was obtained, which included references for ten primary institutions and fifteen classes in the city of Isfahan. The subsequent section provided the pertinent authorities with an explanation of the intended research's purpose and addressed any clarifications that were required. Subsequently, the researcher obtained consent from the school authorities to disseminate information forms and engage in discussions with students who expressed interest in completing the questionnaire. In doing so, the researcher imparted the requisite knowledge to the students collectively. The research instruments utilized in this study comprised the Academic Passion Scale (APS) developed by Salehnajafi et al., the Academic Well-Being Questionnaire (AWQ) created by Tuominen-Soini et al., the Socio-mental Climate Questionnaire (PCSMCQ) developed by Fraser et al., and the Samuels Academic Resilience Questionnaire (ARI). The data were analyzed using structural equation modeling and the SPSS-22 and Amos-24 software packages.

Findings

The path coefficients for the direct relationships between classroom socio-mental climate and academic passion and well-being ($\beta=0.65$ for both paths), $\beta=0.21$ for resilience, and $\beta=0.30$ for well-being, indicate that the classroom socio-mental climate has a significant relationship with both academic passion and well-being at the 0.01% level. Furthermore, at the 0.01% significance level, the direct path between academic passion and academic resilience is $\beta=0.32$. The findings of the investigation indicate that the proposed model fits the data well.

Conclusion

Given the established correlations among the aforementioned variables and the recognition that academic life is a critical phase that significantly impacts an individual's capacity for successful learning and productive education, where scientific advancements are made possible and burdens are alleviated, the variables under investigation in the present study warrant considerable attention. Students encounter a multitude of challenges, obstacles, and psychological factors in their day-to-day academic experiences (Farnam & Ghanbarpoor, 2020). To motivate students to assist, instructors set objectives, provide verbal encouragement, administer assessments and grades, organize and present instructional materials ranging from easy to complex, utilize original assignments, avoid negative repercussions during presentations, and prevent the development of an unhealthy competitive environment. On the one hand, these are the components that fortify academic resilience; on the other hand, peers and instructors can alleviate anxiety, one of the destroyers of academic resilience, by fostering a friendly, supportive, and helpful environment that is devoid of unhealthy competition (Martin & Marsh, 2006).

Keywords: Academic Passion, Academic Resilience, Academic Well-Being, Classroom Socio-Mental Climate.