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Original Article (Quantitative)

The Relationship Between Family Cohesion and Affect Control with Academic Buoyancy among Male Second-Grade High School Students in Ahvaz, Iran

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Abstract

Academic buoyancy is recognized as one of the most important factors contributing to students' academic success, enabling them to effectively cope with everyday academic challenges, pressures, and setbacks. Among the factors influencing academic buoyancy, family cohesion and affect control play significant roles in promoting students' psychological well-being and academic adjustment. The present study aimed to investigate the relationship between family cohesion, affect control, and academic buoyancy among male high school students in Ahvaz, Iran. This applied study employed a descriptive-correlational cross-sectional design. The statistical population consisted of all male students enrolled in the second level of secondary education in Ahvaz during the 2024 academic year (N = 2,216). Based on the Krejcie and Morgan table, a sample of 423 students was selected through simple random sampling. Data were collected using Fisher's Family Cohesion Scale (1992), the Positive and Negative Affect Schedule (PANAS) developed by Watson, Clark, and Tellegen (1988), and the Academic Buoyancy Scale developed by Martin and Marsh (2006). Data were analyzed using descriptive statistics (mean and standard deviation) and inferential statistics, including Pearson's correlation coefficient and multiple regression analysis, with SPSS version 26. The findings indicated a positive and statistically significant relationship between family cohesion, affect control, and academic buoyancy among the participants ($p < .05$). Furthermore, the results of the multiple regression analysis demonstrated that family cohesion and affect control significantly predicted students' academic buoyancy. These findings suggest that strengthening family cohesion and enhancing students' affect regulation skills can improve academic buoyancy, increase academic motivation, enhance educational performance, and promote students' psychological well-being.

Keywords:
Family Cohesion, Affect Control, Academic Buoyancy, Male Students, Secondary Education.

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