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Original Article (Quantitative)

The Effect of Media Literacy Education on Resilience, Emotional Self-Regulation, and Self-Compassion among Female Students in the First Cycle of Secondary School

Sara Saedi, Saba Din Mohammad

Department of Psychology, Qods Branch, Islamic Azad University, Tehran, Iran.

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Abstract

The present study aimed to investigate the effect of media literacy education on resilience, emotional self-regulation, and self-compassion among female students in the first cycle of secondary school. This applied research employed a quasi-experimental design using a pretest–posttest format with a control group and a two-month follow-up period. The statistical population consisted of female students enrolled in the first cycle of secondary schools (Afaf and Iran-e-Man Schools) in District 2 of Tehran during the 1404–1405 academic period. A sample of 40 participants was selected through purposive sampling based on the inclusion and exclusion criteria and was then randomly assigned into two groups of 20 participants each. Data were collected using the Connor–Davidson Resilience Scale (2003), the Cognitive Emotion Regulation Questionnaire developed by Garnefski et al. (2001), and Neff's Self-Compassion Scale (2003). Data analysis was conducted using repeated-measures analysis of variance (ANOVA) in SPSS version 26. The findings indicated that, after controlling for pretest scores, media literacy education had a statistically significant effect on resilience, emotional self-regulation, and self-compassion among female students in the first cycle of secondary school ($p < .05$). Furthermore, no significant difference was observed between the posttest and the two-month follow-up, indicating the stability of the intervention effects over time. In conclusion, media literacy education is effective in enhancing resilience, emotional self-regulation, and self-compassion among female students in the first cycle of secondary school. Therefore, this educational approach can be considered a valuable intervention for promoting these psychological strengths in adolescent girls.

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Corresponding Author: Sara Saedi **Email:** sarasaedi@iau.ac.ir