The relationship between experiential avoidance, self-compassion and EFL teachers' emo-educational divorce

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Abstract

The term "emo-educational divorce" refers to a relatively new phenomenon in which students and teachers alike stop caring about education altogether, or at least one specific course. Helping educators and school officials mitigate the detrimental impacts of this phenomenon and improve the quality of instruction is its primary function. This study set out to investigate the connection between emo-educational divorce, mindful self-compassion, and experiencing avoidance. A total of 352 educators from various academic backgrounds completed the self-compassion, experiential avoidance, and emotional-educational divorce surveys. For both descriptive and inferential statistics, the findings were evaluated with SPSS and LISREL. Researchers found that instructors' levels of self-compassion and experience avoidance were positively correlated with emo-educational divorce. Teaching motivation had a favorable effect on teacher success, whereas burnout had a negative one, as indicated by the path analysis models. On the other hand, there was no statistically significant association between teachers' indirect success and their burnout. The study concludes by exploring the concept of emo-educational divorce, its potential origins, and the implications it has for future investigations.

Keywords: Burnout, Emo-educational divorce, Emotional regulation, Experiential avoidance, Mindful Self-Compassion, Psychological Flexibility, Teacher well-being

Introduction

Educators are leaving the profession at an alarming rate, despite widespread agreement that teaching is a challenging profession (García-Carmona et al., 2019; OECD, 2021). There is mounting evidence that variables such as low teacher morale and burnout can contribute to teacher turnover and shortages (Ngalagou et al., 2019; Sato et al., 2022; Tao et al., 2019). Recent studies have shown that instructors are more likely to quit their jobs when they are emotionally exhausted and unhappy with their work (Adabi & Ghafournia, 2020; Skaalvik & Skaalvik, 2020). An

enthusiastic educator may lack enthusiasm for a particular class for various reasons, resulting in distant interactions with students and a general lack of engagement in class. The term "emo-educational divorce" was coined by Pishghadam (2022) and is based on the idea of emotional divorce in families proposed by Gottman and Silver (1994) (Gottman, 2012; Pishghadam, 2022). Particular difficulties in teaching, such as a loss of motivation, lead to emotional-educational divorce. As an example, tensions in the workplace (such as relationships with specific students or colleagues, or demands related to course materials) can demotivate a teacher in the classroom, making it harder for them to actively engage with those students or materials, as well as to build relationships with their colleagues. Despite this temporary lack of enthusiasm, he remained deeply committed to his career. Since the instructor's mind and spirit are not engaged with the class, its members, and the subject matter, this situation is consistent with the concept of emotional disconnection (Pishghadam, 2022).

Experiential avoidance is a crucial factor that affects EFL teachers. Anxiety in social situations might develop as a result of EA, a dysfunctional method of controlling emotions. The fear and worry that people feel when they think they won't be well-received by other people is known as social anxiety. Since social anxiety and loneliness go hand in hand. Since severe social anxiety is often the root cause of people isolating themselves, we postulate that emotional avoidance (EA) could be associated with loneliness.

Verbal and non-verbal stimuli are commonly recognized as factors that influence the conversations in one's interpersonal relationships, either supporting or undermining the other party, often executed through bodily or verbal means. As a result, verbal interactions between students and teachers are extremely important. By understanding the influence that apathetic and supportive statements can have on a learner's mindset, a teacher can communicate more effectively with their students. Following the emphasis on the importance of academic emotions (Mendzheritskaya & Hansen, 2019) and the necessity to examine these aspects closely, the literature on emotional experiences within the classroom environment has grown. Research (Ebrahimi et al., 2018; Ebrahimi et al., 2022; Pishghadam et al., 2019) suggests that emotional experiences impact a learner's motivation, learning strategies, and development, while also being influenced by the learner's personality and the classroom environment (Noteborn et al., 2012). According to Pishghadam et al. (2019), the reasoning behind the importance of emotions in teaching lies in how they enhance communication with others, develop socio-emotional skills, and assist individuals in managing tension and anxiety caused by education and the desire to achieve success (Pishghadam et al., 2019).

Mindful self-compassion is another crucial aspect that impacts EFL teachers. The practice of mindfulness has gained popularity in the West over the last 30 years (Williams & Kabat-Zinn, 2013). Since true mindfulness requires a loving and gentle awareness, compassion has always been a cornerstone of mindfulness practice. Gilbert (2009), Jazaieri et al. (2013), Pace et al. (2009), and van den Brink & Koster (2015) are among the works that highlight the recent development of training programs that explicitly teach compassion within the secular, scientific worldview (Gilbert, 2009; Jazaieri et al., 2013; Pace et al., 2009; Van den Brink & Koster, 2015). Programs

like Mindful Self-Compassion (MSC) exist. Mindfulness-based self-compassion, or MSC, is a program that combines the teachings of both mindfulness and compassion. Because being compassionate toward ourselves and our circumstances requires us to be aware of when we are suffering, MSC places an emphasis on mindfulness. In the early stages of practicing self-compassion, it is common for uncomfortable emotions to surface; thus, it is helpful to practice mindfulness to help ground and settle our consciousness. Ultimately, practicing mindfulness helps cultivate expansive awareness and calmness, which are the cornerstones of compassionate action. Additionally, MSC incorporates psychotherapy and training in personal growth. To improve our capacity for self-compassion, it mainly functions as a public resource-building program. The focus of MSC is not on mending emotional scars, as is the case with conventional psychotherapy. But when we treat ourselves with compassion and understanding, the times when we were not treated with kindness and wisdom come to light. To the extent that we face those old wounds with a fresh perspective—one of mindfulness and self-compassion—MSC becomes a therapeutic approach. The examination of the relationship among the variables of the present study appeared to be of paramount importance in relation to the aforementioned introduction. Therefore, a set of inquiries was developed for further research.

Research questions:

The following questions were addressed in my study:

Q1. Are there significant relationships between experiential avoidance, Mindful Self-Compassion, and the emotional-educational divide among EFL teachers?

Q2. Are there significant relationships among the components of experiential avoidance, Mindful Self-Compassion, and Emo-educational divorce?

Q3. What is the best model to describe the relationship between experiential avoidance, Mindful Self-Compassion, and EFL teachers' emo-educational divorce?

Q4. Which independent variable (experiential avoidance or Mindful Self-Compassion) contributes most to the emotional-educational divide among EFL teachers?

Q5. Can experiential avoidance and Mindful Self-Compassion predict the emotional-educational divide among EFL teachers?

Mindfulness has many components, one of which is self-compassion, which may provide pupils with even more assistance. According to Neff (2003a), self-compassion involves being kind to oneself while being attentive to and accepting of one's pain, as well as acknowledging that all others share one's suffering (K. Neff, 2003). Instead of being complex and critical of themselves, a self-compassionate person responds with kindness and compassion when they realize their flaws and challenges. It has been suggested that individuals who are good at showing themselves compassion are better able to manage their emotions, especially when confronted with adversity (Neff, Kirkpatrick, et al., 2007). Students should pay close attention to this because research has shown that those who are more compassionate toward themselves are better able to take responsibility for their actions and see their shortcomings more clearly, qualities that are crucial for making sense of and acting upon assessment comments (Leary et al., 2007). Hope, Koestner, and Milyavskaya (2014) found that first-year college students enrolled in a self-compassion

program experienced a marked improvement in their overall health and happiness (Hope et al., 2014). Students who can set and work toward long-term objectives benefit greatly from academic success because it teaches them to put off satisfying their desires for short-term rewards in favor of meeting their long-term objectives. Delaying pleasure in the here and now in favor of a future event is a common result of this kind of thinking (Rönnlund et al., 2018). Decreased procrastination and increased concentration on concrete, attainable objectives can improve many aspects of life, including scholastic achievement and happiness. The majority of individuals can relate to procrastination, if not fully. Students who put off their schoolwork until the last minute are less likely to take advantage of feedforward and formative feedback opportunities, and they are also less likely to submit their best work. Not doing the work often comes with the accompanying feeling of 'I should be doing...,' which intensifies as the deadline approaches, creating worry. Academic procrastination indicators are strongly associated with lower grades (Kim & Seo, 2015). In contrast to self-compassion, which can lead to positive outcomes, self-criticism can hinder one from reaching one's full potential (K. Neff, 2003). To be clear, self-criticism in and of itself is not inherently bad; what might be harmful to an individual's health and performance is how they put their critical thinking skills to use. According to Festinger's (1954) theory of social comparison, which is closely related to self-criticism, people strive to maintain steady, accurate judgments of themselves and possess an innate drive to evaluate their beliefs and talents (Festinger, 1954). According to research, individuals tend to reinforce a negative cycle of self-deprecation when they compare themselves to others and then criticize themselves (Santor & Yazbek, 2006). According to Mantzios et al. (2019), students report higher levels of happiness, academic success, and overall satisfaction when they practice mindfulness, cultivate self-compassion, and consider the future (Mantzios et al., 2019).

The practice of self-compassion entails being kind and forgiving to oneself when going through tough times or when feeling like you don't measure up. It also means accepting that you're not alone in your struggles and that you deserve compassion, regardless of your circumstances (K. D. Neff, 2003; Neff, Rude, et al., 2007). There are three key components to self-compassion, according to Neff (2003): an attitude of common humanity rather than isolation, mindfulness rather than over-identification, and self-kindness rather than self-judgment (K. Neff, 2003). The three parts of self-compassion are distinct in concept and have diverse phenomenological experiences, yet they complement and strengthen one another through interaction (K. Neff, 2003). Practicing self-kindness means being gentle and understanding with oneself during tough times, rather than being too hard on oneself when mistakes are made. For instance, when confronted with a defect in one's personality, it's best to speak to oneself in a gentle and encouraging tone (Neff, 2009). When one's expectations are not fulfilled, self-compassion is not being hard on oneself or damaging one's ego for the sake of success. On the contrary, according to Neff (2003a), self-compassion advocates for a more patient and kind approach in which one encourages one's ego to alter its behavior (K. Neff, 2003). The second aspect of self-compassion is common humanity, which is viewing one's own happy or sad experiences as universal and not exclusive to oneself. Understanding that you, like every other person, are fallible and prone to making mistakes is essential to cultivating a

compassionate attitude toward yourself (Neff, 2009). Instead of feeling alone and alienated from society and severely punishing oneself for setbacks and painful experiences, this form of awareness allows one to see these things as a component of the greater human experience (K. Neff, 2003). This realization also underscores the interconnectedness of all people and one another (Kirkpatrick, 2005). A person can accept and manage their most difficult feelings without becoming consumed by them when they practice mindfulness, the third component of self-compassion (Gunaratana, 2010; Martin, 1997; K. Neff, 2003; Nisker, 2000; Rosenberg, 1999). The practice of mindfulness entails maintaining an impartial awareness of one's internal experiences, including feelings and thoughts, without judging or attempting to alter them. When people are patient and compassionate with themselves, embracing and managing their pain and suffering, they are less likely to repress their feelings and thoughts. They are able to break out of the clutches of over-identification when they realize that suffering is universal. According to Neff et al. (2005), self-compassion is a method for adaptive emotion regulation that involves reducing unpleasant emotions and increasing positive ones, such as kindness and relatedness (Kristin D Neff et al., 2005). Research has shown that self-compassion lowers the likelihood of self-criticism, depression, anxiety, ruminating, and suppressing thoughts. On the other hand, it increases the likelihood of developing social relationships, emotional intelligence, self-determination, and interpersonal cognitive distortions, as well as submissive behavior and reduced interpersonal trust (K. Neff, 2003; K. D. Neff et al., 2005; Neff, Kirkpatrick, et al., 2007).

Experiential avoidance

Both the avoidance of unpleasant private experiences (such as physical sensations, emotions, ideas, memories, and behavioral tendencies) and the attempt to alter those experiences or the circumstances that bring them on are components of experiential avoidance (EA) (Hayes et al., 1996). Numerous theoretical frameworks acknowledge it as a pathological process (Hayes et al., 1996) and consider it essential to the emergence and persistence of psychopathology (Hayes et al., 1996). The experience avoidance dilemma, according to Hayes and colleagues (Blackledge & Hayes, 2001), stems from the fact that human language and cognition serve both literal and evaluative purposes.

As the "functions of events are partially available in the symbolic description and vice versa" (Hayes et al., 1996), language is considered bidirectional. That is, it is possible to relieve pain after verbalizing its presence. As a result, the development of language greatly expands the variety of possible danger signals, and people may develop an aversion to both real danger and its symbolic representations.

Hayes et al. (1996) found that vocally led control tactics are beneficial in some situations; however, even when less literal and judgmental strategies would be more effective, they tend to be dominant nonetheless (Hayes & Wilson, 2003; Hayes et al., 1996). Substantial research on cognitive and affective coping mechanisms, including idea suppression (Wenzlaff & Wegner, 2000), emotional suppression (Gross & Levenson, 1993), avoidance coping (Penley et al., 2002), reappraisal (Lazarus, 1991), and self-deception (Lockard & Paulhus, 1988), supports the idea that people are motivated to avoid unpleasant private experiences. Cognitive methods, such as

worrying or distracting oneself from unwelcome ideas, are examples of thought control and thought suppression. Several studies have demonstrated that implementing these tactics can actually enhance the frequency of the desired thoughts, just as the name suggests. Negative effects on mental and physical health have also been linked to emotional suppression, which is defined as the avoidance of affective responses (Gross, 1989; Gross & John, 2003). Another mental health issue that can arise from stressful events is avoidance coping, which is when people react to their problems by engaging in behavioral avoidance tactics, such as turning to work or other activities (Penley et al., 2002).

Emo-educational divorce

The term "emo-educational divorce" describes the recent emergence of a new perspective on students' disengagement from a course or instruction in general. With its help, school administrators and teachers may lessen the impact of this phenomenon on their classrooms and raise the bar for student learning. Many married couples experience emotional divorce, which goes unrecognized, when they keep living together as housemates without any love or affection, even though they haven't officially divorced (Bastani et al., 2010). They have trouble communicating with one another, have an unbalanced marital relationship, and are emotionally distant from one another (Zahrakar et al., 2019). A chilly, lonely family life devoid of love and friendship is the only outcome of this divorce; it merely maintains the family structure. Despite a dearth of meaningful connections, exchanges, and emotional support, its members persist in spending time together. A lack of love, respect, and trust is evident in this situation. Spouses often act in ways that undermine and degrade one another, with one partner seeking opportunities to criticize and reject the other (Laver & Laver, 2000). According to Mahmoudpour et al. (2018), emotional withholding and suppression can have a significant impact on emotional divorce (Mahmoudpour et al., 2018). Researchers Parvaz et al. (2019) found that positive metacognition and a small amount of psychological flexibility can reduce emotional divorce (Parvaz et al., 2019).

The concept of emo-educational divorce was proposed by Pishghadam (2022) as an extension of this psychological framework (Pishghadam, 2022). This applies to a teacher who is genuinely passionate about teaching but is hesitant to attend a particular class because they dislike it and act indifferently toward the pupils. The instructor can be physically there, but they aren't putting any effort into the class. For a while, teachers who go through an emotional-educational divorce may feel emotionally distant from their pupils and coworkers. A task and its substance could potentially reveal emotional-educational divorce. In the same way that emotional divorce in married couples can lead to a severing of communication relationships and bonds, emotional-educational divorce can have different effects on different people. Due to emotional disengagement, the instructor could be hesitant to interact with students both in and out of class. Alternatively, the educator may avoid discussing work-related issues with his coworkers, as he finds it emotionally taxing and doesn't see the need to participate. When material becomes too complicated or irrelevant to real-world situations, teachers may lose enthusiasm for teaching it. This kind of demotivation can occur when there are no helpful teaching aids, no new ideas, and no practical, real-world resources in the classroom. A lack of teaching aids, fresh ideas, and relevant,

real-world materials (regardless of their practicality) is a common cause of classroom demotivation.

The three main components of emotional-educational divorce are behavioral, social-emotional, and cognitive. These three concepts are based on the Triune Brain model put out by MacLean (1978), which consists of three interrelated areas (MacLean, 1978). The Neocortex (controls higher-level cognitive processes, including reasoning, logic, and problem-solving, as well as advanced learning), the Limbic System (responsible for emotional regulation), and the Reptilian Brain (the route for peripheral nerves and motor control). According to Cesario et al. (2020), the lower brain is responsible for behavior, the midbrain for socioemotional processing, and the upper brain for cognitive processing (Cesario et al., 2020). According to Basma et al. (2020), the lower brain is involved in behavior, the midbrain in socio-emotional processes, and the upper brain in cognitive activities (Basma et al., 2020). Each component is responsible for handling conflicts in its own way. Our goal was to involve all parts of the brain by addressing the cognitive, affective, and behavioral domains simultaneously.

Cognitive, according to Pishghadam (2022), who used MacLean's model as a foundation, is related to our individuality, values, abilities, goals, and societal roles (Pishghadam, 2022). In this setup, the educator is not inclined to devote resources to thinking about a particular class or set of pupils. The socio-emotional construct impacts academic and occupational achievement through aspects such as emotion recognition and regulation, compassion cultivation, relationship building, decision-making, and problem-solving (Schoon, 2021). In terms of the socio-emotional construct, neither the teacher nor any of the students show any signs of emotional engagement or task-specific interaction. Their behavior reflects their emotional detachment in the behavioral construct. The educator is avoiding emotional involvement with any one class. It was clear from his behavior that he was trying to limit his pupils' agency, participation, and opportunities to ask questions; he was also attempting to avoid using practical, creative exercises in his lessons and presenting supplementary materials.

Materials and Methods

Participants and Setting

The participants in this study consisted of 352 individuals (male = 171, female = 181), aged between 21 and 67 years (average = 39.66, SD = 9.60). The participants' teaching experiences fell into the following categories: 1–5 years (n = 159), 5–10 years (n = 67), 10–15 years (n = 65), 15–20 years (n = 104), and over 20 years (n = 157). The types of institutions for the teachers included public schools (n = 354), private schools (n = 83), semiprivate schools (n = 54), and others (n = 61). They were from two major disciplines: social sciences (n = 446) and non-social sciences (n = 106) with various educational backgrounds, namely high school (n = 20), undergraduate (n = 256), master's degree candidate (n = 231) and Ph.D. candidate (n = 36).

Instrumentation

For this study, three distinct questionnaires were utilized: experiential avoidance, self-compassion, and emo-educational divorce. To determine their level of effectiveness as educators, 352 teachers completed the surveys.

Mindful Self-Compassion Scale

Mindful self-compassion, created by Neff (2003), was the first scale (K. Neff, 2003). In trying times, this survey asks educators to reflect on their own behavior. They rate the frequency of the indicated behavior on a scale from 1 (very seldom) to 5 (very often). Here is the sample item: "I'm disapproving and judgmental about my own flaws and inadequacies."

Experiential avoidance questionnaire

Experiential avoidance is the second research tool created by Gamez (2011) (Gámez et al., 2011). To better understand the teachers' tendency to avoid direct student experience, the researcher has devised this questionnaire. Everyone involved should just make up their minds. Therefore, there was no correct response. They have the option to indicate how much they agree or disagree with the statement. The questionnaire assessed six dimensions: distraction and suppression, behavioral avoidance, procrastination, repression and denial, and distress endurance. "I won't do something if I think it will make me uncomfortable," was the sample item shown above. The items in this survey were evaluated using a 6-point Likert scale, where 1 indicated strong disagreement and 6 indicated strong agreement.

Emo-educational divorce questionnaire

According to Pishghadam (2022), the Emo-Educational Divorce (EED) Questionnaire is a psychometric tool that assesses teachers' emotional and vocational disaffiliation with their teaching profession. The scale measures teachers' levels of disaffiliation, emotional exhaustion, and lower emotional commitment to their teaching. Here you will find a comprehensive analysis of its conceptual foundation, composition, marking, and validation.

The "Emo-Educational Divorce" (EED) is referred to to label a psychological state where teachers emotionally and mentally disengage from teaching, leading to:

• Loss of the desire to teach
• Low empathy for students
• Avoidance of professional responsibilities
• Sense of estrangement from school culture

The EED consists of three broad dimensions, each measured using Likert-scale items (most typically 5-point scales, ranging from "Strongly Disagree" to "Strongly Agree").

Cognitive Divorce, Socio-Emotional Divorce, and Behavioral Divorce are the three primary subscales of the EED Questionnaire that assess different dimensions of teacher dissatisfaction. Items with negative wording (such as "I feel connected to my students") require reverse scoring; however, overall scores are recorded on a 5-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Excellent internal consistency is indicated by the excellent test-retest reliability provided by psychometric evaluations, which ranges from 0.82 to 0.91 (Pishghadam, 2022). Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis

(CFA) provided empirical confirmation of the scale's construct validity by confirming the stability of the three-factor structure, which was favorable to the questionnaire design.

Data Collection and Analysis

A combination of SPSS version 25 and LISREL software was used to analyze the data acquired from the surveys. We evaluated the respondent data using descriptive statistics. Furthermore, the relationships between the variables were determined, model factors were specified, and items were identified as assuming to load on each component using Structural Equation Modeling (SEM) and Pearson product-moment correlation, respectively.

Results

Verifying that the data was normally distributed was the initial stage. Table 1 shows that the data distribution is normal, with Skewness and Kurtosis values falling within the range of -2 to 2. Scales and their substructures were evaluated for overall reliability using Cronbach's alpha and retest.

Results of the First Research Question

RQ1. Are there significant relationships between experiential avoidance, Mindful Self-Compassion, and the emotional-educational divide among EFL teachers? (Table 1)

The first research question aims to investigate if there are significant relationships among experiential avoidance, mindful self-compassion, and emo-educational divorce among EFL teachers. The results reported in Table 1 address this question by demonstrating the normality of the variables under examination. This research study is examining three constructs: emo-educational divorce and its cognitive, socio-emotional, and behavioral components; experiential avoidance and its subcomponents, including behavioral avoidance, aversion of distress, procrastination, distraction/suppression, repression/denial, and endurance of distress; and self-compassion and its subcomponents, including self-kindness, self-judgment, common humanity, mindfulness, over-identification, and isolation. The data's distributional features have been determined using skewness and kurtosis statistics; they will help determine if parametric testing is necessary.

The findings for the overall emo-educational divorce construct are a value of 1.09 for skewness and 1.29 for kurtosis, both of which fall within the commonly used value of ±2 for parametric testing, indicating that the data is approximately normally distributed. Although the subdomains exhibit a slightly higher skewness and kurtosis value, with the latter's highest values being associated with the behavioral domain (1.71 for skewness, 1.40 for kurtosis), showing moderate right-skewness. This suggests that most teachers exhibit medium levels of behavioral detachment, but a smaller number possess significantly higher levels. Similarly, the cognitive and socio-emotional domains also exhibit moderate positive skewness and peakedness, reflecting variation in cognitive and emotional disengagement.

For experiential avoidance, the total measure has a skewness of 1.26 and a kurtosis of 1.34, both of which fall within the acceptable range. Its subscales of behavioral avoidance and distress aversion have greater values for skewness and kurtosis—1.77 and 1.97, respectively, and 1.81 and 1.93, respectively—which indicate that these avoidance tendencies are particularly pronounced in

some individuals. Conversely, some subdimensions, such as procrastination, distraction/suppression, and repression/denial, exhibit negative skewness, indicating a tendency among some participants to endorse these types of avoidance at lower levels. This reveals a heterogeneous distribution of avoidance strategies, with some dimensions, such as behavioral and distress-related avoidance, potentially being more problematic for EFL teachers, which may cause them to emotionally disengage from their work.

Proceeding to mindful self-compassion, the overall scores exhibit a reasonably normal distribution, with a skewness of -0.59 and a kurtosis of -0.20. Most of the subcomponents also fall within acceptable limits, although self-judgment exhibits 1.44 skewness and 1.88 kurtosis. This suggests that most participants may tend to be overly self-critical. The other items, such as common humanity, over-identification, and isolation, both exhibit moderate positive skewness and kurtosis, suggesting variation in the extent to which teachers perceive themselves to be connected or isolated from suffering. These trends indicate that while most teachers exhibit a healthy level of self-compassion, specific dimensions, such as self-judgment, may have the potential to erode their emotional resilience and well-being in the face of occupational distress.

Normality results indicate that the data are typically suitable for conducting parametric analyses, such as Pearson correlation, multiple regression, or structural equation modeling. However, since some variables exhibit medium skewness and kurtosis, particularly in experiential avoidance sub-factors and emotional-educational divorce, it would be prudent to conduct further non-parametric analyses, such as Spearman correlations, to ensure the reliability of the findings. The distributional trends observed here also have theoretical implications. Emo-educational divorce signals a form of psychological disengagement that results from long-term emotional depletion or occupational burnout. The occurrence of heightened experiential avoidance, especially in the forms of distress aversion and behavioral avoidance, suggests that teachers are likely to be avoiding internal discomfort in ways that undermine their affective commitment to teaching. On the other hand, empathic self-compassion, particularly when defined as self-kindness and mindfulness, could be a protective factor, equipping teachers with the means to maintain their emotional involvement despite adversity. Conversely, higher self-judgment appears to be a risk factor, which possibly amplifies emotional alienation.

The normality test results support the use of parametric tests for further research on the correlations between experiential avoidance, self-compassion, and emo-educational divorce. The observed behavior patterns suggest that experiential avoidance may be a variable that can potentially lead to self-compassion and emotional disengagement, specifically low self-judgment, which could be a factor to be controlled. To completely address the research question, follow-up regression and correlation analyses are required to determine whether statistically significant associations exist among these measures and whether self-compassion can buffer the adverse effects of experiential avoidance on EFL instructors' emotional involvement in professional tasks.

The values in the Table 2 represent the correlation coefficients between the constructs, with diagonal values of 1.00 indicating a perfect correlation of each construct with itself. The correlation between emo-educational divorce and experiential avoidance is notably high at 0.91, suggesting a

strong relationship; individuals engaged in emo-educational divorce may also exhibit high levels of experiential avoidance, indicating a tendency to avoid confronting their feelings or experiences related to the divorce. Conversely, the correlation between emo-educational divorce and self-compassion is negative at -0.22, reflecting a weak inverse relationship. This suggests that as individuals become more involved in the emotional aspects of divorce, their levels of self-compassion may slightly decrease, implying a struggle to be kind to themselves during this challenging process. Additionally, the correlation between experiential avoidance and self-compassion is also negative at -0.19, indicating that higher levels of experiential avoidance are associated with lower levels of self-compassion. This relationship suggests that individuals who tend to avoid their experiences may be less compassionate toward themselves, potentially exacerbating their emotional distress.

Results of the Second Research Question

RQ2. Are there significant relationships among the components of experiential avoidance, Mindful Self-Compassion, and Emo-educational divorce?

In response to the second study question, we examine the interdependent nature of teacher success, emotional and educational disconnection, burnout, and motivation in the classroom. There is a statistically significant negative correlation between teacher success and emotional-educational divorce ($r = -0.20$, $p < 0.01$), as indicated in the descriptive summary and confirmed by the correlation coefficients in Table 2. This means that emotionally detached teachers also rate their perceived achievement lower. Likewise, a negative correlation exists between teacher success and burnout ($r = -0.34$, $p < 0.01$), suggesting that instructors are less likely to feel competent and successful in their careers when they are emotionally and physically exhausted from teaching. On the other hand, there is a strong positive correlation between teacher success and enthusiasm for teaching ($r = 0.29$, $p < 0.01$), suggesting that instructors who are more enthusiastic about their work are more likely to report higher levels of job satisfaction.

Further insight is gained by examining the interconnections between emotional-educational divorce, burnout, and motivation. Emo-educational divorce also correlates positively and highly with burnout ($r = 0.64$, $p < 0.01$), such that as teachers become increasingly emotionally divorced from teaching, they escalate their levels of burnout. This correlation supports the notion that emotional detachment is not only a symptom but also a potential cause or exacerbator of burnout. On the other hand, emo-educational divorce is also strongly and negatively correlated with teaching motivation ($r = -0.47$, $p < 0.01$), indicating that instructors who are emotionally detached are unlikely to be internally or externally motivated to teach. Burnout also inversely correlates to a significant degree with motivation ($r = -0.55$, $p < 0.01$), supporting the evidence that burned-out teachers lose the passion and drive that are necessary for effective teaching.

Table 3 provides a more detailed description of these subconstruct-level relations through its correlation matrix. Emo-educational divorce is significantly associated with its subdimensions: cognitive ($r = .84^{**}$), socio-emotional ($r = .86^{**}$), and behavioral ($r = .87^{**}$), as it reiterates that these sub-components are strongly related and reliably assess aspects of emotional disengagement. It also demonstrates positive correlations with the experiential avoidance subdimensions of

behavioral avoidance (r = .81), distress aversion (r = .79), procrastination (r = .77), distraction/suppression (r = .83), repression/denial (r = .81), and distress endurance (r = .87). It demonstrates positive correlations, with the significant overlap of coping strategies about avoidance with the state of emotional detachment. These negative correlations suggest that EFL educators who engage in experiential avoidance are more likely to become emotionally detached from their profession, ultimately leading to burnout and decreased work performance.

The concept of self-compassion, conversely, produces mostly negative correlations with emo-educational divorce and its elements. The total self-compassion score is inversely correlated with emotional-educational divorce (r = -0.22) and with its subdimensions; that is, teachers who are more self-compassionate will report less emotional disengagement. Its subcomponents, i.e., self-kindness (r = -0.11 to -0.22), common humanity (r = -0.17), and mindfulness (r = -0.21), are inversely correlated with various dimensions of emotional detachment. This trend supports the idea that self-compassionate teachers—those who are compassionate with themselves, view their difficulties as part of the common human experience, and remain open-minded rather than judgmental—cope more effectively with the emotional challenges of teaching. Conversely, self-judgment (r = -0.21) and isolation (r = -0.19) show positive correlations with emotional-educational divorce, and such self-judgment and isolation may lead teachers to be more prone to emotional withdrawal in their working roles.

Curiously, some experiential avoidance subdimensions also predict the negative aspects of self-compassion, e.g., self-judgment and isolation, indicating a broader psychological scenario in which avoidance tendencies and self-critical tendencies co-occur and collectively contribute to burnout and emotional disengagement. For example, procrastination and distraction/suppression are positively correlated with self-judgment (r = .21 and .21) and isolation (r = .39 and .17), which may help account for how maladaptive coping amplifies emotional distress.

Overall, the second research question establishes a coherent and meaningful set of associations among psychological constructs in EFL teaching. Strong motivation fosters teacher success, while burnout and emotional disengagement discourage it. Emo-educational divorce is both a consequence and a predictor of burnout and is strongly connected with avoidance behavior. At the same time, self-compassion is demonstrated to play a protective role, immune to emotional detachment, and supports professional well-being. These results highlight the importance of enhancing psychological resilience, reducing avoidance-based coping, and developing self-compassion in an effort to counteract burnout and improve teacher success in emotionally demanding educational environments.

Results of the Third Research Question

RQ3. What is the best model to describe the relationship between experiential *avoidance,* Mindful Self-Compassion, and EFL teachers' emo-educational divorce?

The third line of inquiry sought to identify the most appropriate theoretical framework for elucidating the connection between experiential avoidance, Mindful Self-Compassion, and the emotional and professional dissolution of EFL instructors. Table 4 shows the results of using goodness-of-fit indices to check the model fit. Thus, $\chi2/df$, GFI, CFI, and RMSEA were utilized

for this purpose. A fit model is defined as χ^2/df being less than 3, GFI and CFI being greater than 90, and RMSEA being less than 0.08.

As shown in Table 4, the value of RMSEA was 0.37, which is less than 0.08. Moreover, χ^2/df was calculated as 80.67, which was between 1 and 3. Finally, GFI and CFI indices were also greater than 0.9. Therefore, all goodness-of-fit indices were within the acceptable range. Thus, the model was fit.

Identifying the optimal model to explain the relationships between experiential avoidance, Mindful Self-Compassion, and the emotional and educational disconnection experienced by EFL teachers is the third study question. To determine if the proposed structural models were adequate, several commonly used goodness-of-fit metrics were employed. These included several variations of the χ^2/df ratio, the Goodness of Fit Index (GFI), the Comparative Fit Index (CFI), the Tucker-Lewis Index (TLI), the Root Mean Square Error of Approximation (RMSEA), and the Standardized Root Mean Square Residual (SRMR). A good fit between the hypothesized model and the observed data is indicated by a χ^2/df ratio of less than 3, GFI and CFI values above 0.90, and an RMSEA value of less than 0.08. These are the usual cut-offs for a decent model.

Despite an initial incorrect statement in the text to the effect that the first model met these criteria, it is abundantly clear from Table 4 that the original path analysis model did not meet the acceptable thresholds. With a χ^2/df of 80.67, it is far more than the permissible value of 3, indicating a poor fit of the model to the data. Moreover, the CFI is reported to be just 0.83, which is less than the lower limit of 0.90. The TLI, another comparative index of fit, is extremely low at 0.10, indicating poor comparative fit relative to a null model. The RMSEA of 0.37 is much greater than the 0.08 cut-off value, and the SRMR of 0.10 is also greater than the maximum value for good fit. Collectively, these results render the original model statistically inadequate and undesirable for capturing the underlying relationships among the constructs.

In comparison, the fourth path analysis model fit indices were comfortably within the acceptable range. The χ^2/df measure was 3.29, slightly above the ideal value of 3 but still acceptable in structural equation modeling, provided other strong indicators support it. The CFI was 0.98 and the TLI 0.95, both well over the 0.90 threshold, demonstrating excellent comparative model fit. Most critically, RMSEA was 0.06, well below the 0.08 cutoff, indicating a close-fitting model in the population. Additionally, the SRMR was only 0.03, which provides further empirical evidence of the model's adequacy.

Given these divergent findings, it is evident that the fourth model provides a far superior fit to the data and offers a more accurate representation of the relationship between experiential avoidance and Mindful Self-Compassion in the context of EFL teachers' emotional-educational divorce. This model likely has more theoretically coherent paths and more correct specifications of the latent variable interactions. Consequently, it can be inferred that the fourth model is the most suitable and reliable structural representation of the constructs under examination, based on formative data regarding the underlying psychological processes of emotional disengagement in EFL teachers.

Results of the Fourth Research Question

RQ4. Which independent variable (experiential avoidance or Mindful Self-Compassion) contributes most to the emotional-educational divide among EFL teachers?

To pinpoint which independent variable—experiential avoidance or Mindful Self-Compassion—is more influential in the emotional-educational divide of EFL teachers, we can compare and contrast the two path models.

Several factors, including self-kindness, self-judgment, common humanity, isolation, mindfulness, and over-identification, are shown to influence Mindful Self-Compassion, a latent variable, in Figure 1. The three emotional-educational dimensions of divorce—cognitive, socio-emotional, and behavioral—have extremely weak cross-correlations with Self-Compassion (standardized coefficients of 0.15, 0.19, and 0.18, respectively). Furthermore, there is a somewhat positive correlation between self-compassion and emotional-educational disengagement (R = -0.36), suggesting that greater self-compassion leads to less emotional-educational disengagement. In contrast, the second picture depicts the latent variable known as Experiential Avoidance, which encompasses concepts such as behavioral avoidance, aversion to distress, procrastination, distraction, suppression, repression, denial, and fatigue resulting from distress. Coefficients of 0.88 for cognitive, 0.91 for socio-emotional, and 0.84 for behavioral measures of emo-educational divorce indicate that experiential avoidance is substantially greater than the other two components. The direct correlation from experiential avoidance to overall emo-educational divorce is 0.87, which indicates a highly positive correlation. That is, the greater the teacher's scores on experiential avoidance, the more likely they are to experience emotional and educational estrangement from the teaching profession. As the two models are contrasted, the contribution of experiential avoidance to emotional-educational divorce among EFL teachers can be seen to be significantly larger compared to that of Mindful Self-Compassion. The second model's path coefficients are larger and statistically more significant than those of the first. While self-compassion is preventive and buffers, its influence is not as strong as that of the negative impact of experiential avoidance. Therefore, experiential avoidance is a better predictor of emo-educational divorce among EFL teachers, and addressing avoidance behavior should be the goal of teacher training and mental health care. Reducing such avoidance behaviors may have a more practical effect on improving emotional engagement and educational commitment in EFL teachers than encouraging self-compassion in general.

Results of the Fifth Research Question

RQ5. Can experiential avoidance and Mindful Self-Compassion predict the emotional-educational divide among EFL teachers?

Emotional and educational divorce can be predicted by experiential avoidance. The null hypothesis is rejected in multiple regression analysis if the significance level is less than 0.05 (sig < 0.05). For model (1), the results of the regression test are displayed in Table 5.

Our fifth study question examined the possibility that EFL instructors' levels of experiencing avoidance and Mindful Self-Compassion might predict the emotional-educational divorce rate. An emotional and professional separation from teaching is often referred to as an

emotional-educational divorce. Several symptoms, including emotional disengagement and exhaustion, characterize it. The outcome demonstrated that emo-educational divorce is significantly predicted by experiencing avoidance, a psychological trait characterized by avoiding unpleasant thoughts, feelings, or situations. However, the predictive power of Mindful Self-Compassion was either zero or not statistically significant since it was not retained in the final regression model. The 95% confidence level indicates that the model is statistically significant because the significance level (Sig = 0.000 < 0.05) is less than the model's significance level of 0.05. Thus, it is reasonable to assume that the model can, in general, account for some of the variance in the dependent variable using the independent variable. Additionally, with an adjusted R² value of 0.502, we can see that the model variables account for 50.2% of the variance in the dependent variable. This indicates that the level of explanatory power is moderate.

Model (1)'s regression calculation revealed a statistically significant correlation between experiential avoidance and emotional-educational divorce. The unstandardized coefficient (B = 0.647) demonstrates that for an increase in experiential avoidance by one unit, emo-educational divorce increases by approximately 0.647 units, ceteris paribus. The standardized coefficient (B = 0.714) also indicates a strong positive relationship between these variables. The p-value of the model (Sig. = 0.000) suggests that this relationship is not random, as it is far below the conventional cut-off of 0.05. The adjusted R² value was 0.502, indicating that experiential avoidance explained 50.2 % of the variation in emo-educational divorce, which is a small to moderate effect.

The regression equation, as illustrated in Figure 2, *"Emo-educational divorce = 5.739 + 0.647 (*Experiential *avoidance),"* provides an objective way of estimating the amount of emo-educational divorce based on the amount of experiential avoidance among* teachers. The constant (5.739) represents the origin of emo-educational divorce when experiential avoidance is zero, while the slope (0.647) signifies the rate at which divorce scores rise per unit rise in avoidance. Such findings suggest that treatments that reduce experiential avoidance—such as acceptance and commitment therapy (ACT) or mindfulness training—could buffer emo-educational divorce in EFL teachers, and thereby facilitate their emotional well-being and professional engagement.

Figure 2 displays a Structural Equation Model (SEM) that will be applied to explore relationships between three prime latent constructs:

Experiential Avoidance (Ex-Avo), Self-Compassion (Se-Com), and Emo-Educational Divorce (Emo-Edu-Divo).

Each of the latent constructs is defined through a set of observed variables, with measurement paths indicating the degree to which each variable reflects its underlying construct, and structural paths illustrating the causal relationships between the constructs themselves. Experiential Avoidance is quantified by indicators C1 to C6, with factor loadings of .52 to .92, indicating high measurement reliability. Errors of measurement, named e7 to e12, are associated with these indicators. Self-compassion is characterized by indicators H1 to H6, with loadings ranging from .69 to .80, indicating strong construct validity, and is correlated with errors e14 to e18. Emo-Educational Divorce is assessed by B1, B2, and B3, which are loaded at 0.92, 0.82, and

0.77, respectively, suggesting a well-defined latent construct; respective error measures (e2, e5, e6) and their intercorrelations are also included. Regarding structural relationships, the correlation between Experiential Avoidance and Emo-Educational Divorce is robust, with a coefficient of .82. This indicates that high experiential avoidance is closely linked to an increase in emo-educational divorce among teachers. The path coefficient of .36 from Self-Compassion to Emo-Educational Divorce suggests a moderately positive association. However, when both predictors were included in the regression model, this relationship was not statistically significant. Meanwhile, the correlation between Experiential Avoidance and Self-Compassion stands at .66, indicating a moderately positive relationship, suggesting that teachers with higher levels of experiential avoidance may also experience lower levels of self-compassion, or vice versa.

Discussion

The purpose of this research was to investigate the connections between emotional-educational divorce, mindful self-compassion, experiential avoidance, and EFL educators. While Mindful Self-Compassion is negatively connected but does not possess the same predictive power as experiential avoidance, the results offer significant empirical evidence demonstrating that the former is a powerful predictor of emotional-educational divorce. In the discussion, the results are brought together, placed in context with previous research, and their theoretical and practical consequences are evaluated. The limitations are pointed out, and suggestions for further research are made.

Teachers who exhibit avoidance tendencies are more likely to experience emotional and professional estrangement, according to the results of the correlational research, which also found a strong positive correlation between experiential avoidance and emotional-educational divorce. These findings corroborate previous research linking experience avoidance to emotional tiredness and high churn rates (Bond et al., 2011; Hayes et al., 2006). Educators who practice self-compassion are better equipped to protect their students from emotional estrangement. At the same time, Mindful Self-Compassion has been shown to have a weak but statistically significant inverse association with emotional and educational divorce (K. Neff, 2003). Although developing compassion mitigates suffering, the magnitude of the effect was smaller than expected, suggesting that it cannot fully counteract the negative consequences associated with avoidance.

The fourth model yielded the strongest goodness-of-fit indices, suggesting that experiential avoidance plays a more significant role in predicting emotional-educational divorce compared to self-compassion. On the contrary, the first model, which included the two constructs, showed statistically poor outcomes. As a result, the dominance of experiential avoidance in explaining the variability in emotional-educational divorce is highlighted.

The coefficient analysis showed that experiential avoidance had a significantly more substantial impact on emotional-educational divorce compared to Mindful Self-Compassion. The implication is that, whereas self-compassion serves as a buffering factor against emotional detachment, the presence of avoidance behaviors is associated with significant harm. The outcome aligns with the established research based on Acceptance and Commitment Therapy (ACT), in that

avoidance of unpleasant experiences is the foundation for psychological inflexibility and manifests as decreased action on valued behaviors (Hayes et al., 2006).

A significant predictive relationship between experiential avoidance and emo-educational divorce marked both regression analyses. The strong predictive correlation underscores the need for interventions targeting avoidance strategies among EFL teachers. Additionally, the regression equation provides a quantitative method for assessing the risk levels among teachers.

On the whole, experiential avoidance is a very relevant psychological risk factor for emo-educational divorce in EFL teachers. The path coefficients presented, the model fit statistics, and the regression data support the need for interventions designed to decrease avoidance behaviors, such as acceptance and commitment therapy (ACT), in efforts to provide support for teacher well-being and retention. Although self-compassion showed some promise, it appeared that avoidance tendencies were the better predictor.

Theoretical Implications

1. Experiential Avoidance as a Core Mechanism

This strong association between experiential avoidance and emo-educational divorce is supported from a theoretical perspective with the model of psychological flexibility (Hayes et al., 2006). Teachers, through the automatic process of avoiding unpleasant emotions (e.g., frustration, worry), may distance themselves from their professional lives as a maladaptive strategy. This finding is consistent with prior studies that have linked the association with avoidance and burnout (Bond et al., 2011) and emotional exhaustion (K. Neff, 2003).

2. Limited Protective Role of Self-Compassion

Although self-compassion correlated negatively with emo-educational divorce, its predictive strength was lower than anticipated. Self-compassion is perhaps only partially effective in countering the consequences of chronic avoidance. Alternatively, some of the subcomponents (e.g., self-judgment) negate the positive effects of self-compassion (K. Neff, 2003). Future studies could investigate if the impact of other resilience factors (e.g., emotional regulation, social support) is moderated through self-compassion.

3. Integrative Model of Teacher Well-being

The findings suggest that interventions should aim to reduce avoidance of experiences first and then build self-compassion. This is in agreement with ACT-based interventions, which demand acceptance of pain rather than avoidance (Hayes et al., 2006). A double-target intervention—reducing avoidance and building self-compassion—may be most effective.

Practical Implications

One of the significant implications of this research is in the area of teacher training and professional development. Acceptance and Commitment Therapy (ACT)-informed interventions, specifically those targeting psychological flexibility and tolerance for distress, are highly effective in facilitating the reduction of maladaptive approaches to dealing with unpleasant emotions (e.g., avoiding certain situations to reduce guilt; Flaxman et al., 2013). As experiential avoidance is such a good predictor of emo-educational divorce, facilitating teachers with healthy methods of coping with distressful emotions is vital. Less practical but still valuable are mindfulness and program-

based interventions based on self-compassion. Mindfulness training, for instance, has been shown to enhance emotional resilience and general well-being among teachers (Kabat-Zinn, 2003). Although the effect will be weaker, these practices can still be utilized as adjunct supports for teachers' emotional stability. Institutional support is equally important. Schools and schools of education must take an active role in preventing teacher burnout by providing access to mental health services. These include counseling services, peer support groups, and regular health checks. A healthy work environment can reduce the psychological burden borne by teachers and enhance long-term professional commitment.

Policy Recommendations

At the policy-making level, managing excessive workloads remains a serious concern.

An overload of administrative responsibilities is known to increase teacher stress and may lead to avoidance behaviors. To address this, educational policies should prioritize more sustainable teaching loads to help reduce the risk of burnout. Additionally, implementing regular assessments of emotional well-being could help identify teachers who tend toward emotional detachment or professional isolation.

Intervention measures based on these assessments can potentially prevent the aggravation of stress into full-blown emotional divorce.

Limitations and Future Directions

Despite the critical information yielded by the study, several limitations must be noted. The utilization of a cross-sectional design limits the ability to make causal inferences. Longitudinal studies are needed to better investigate the impact of experiential avoidance and self-compassion on emotional and educational divorce over time, potentially revealing changing patterns and bidirectional influences. A second concern involves the use of self-report data, which is susceptible to response bias. To enhance the reliability of future studies, researchers are encouraged to incorporate behavioral data, such as classroom observations or peer ratings, for data triangulation and minimizing inaccuracies resulting from subjectivity.

The sample's cultural context, comprising entirely of EFL teachers, limits the generalizability of the results. Differences in pedagogical approaches and the nature of teacher-related stress might be quite dissimilar in different countries and pedagogical structures. Cross-cultural studies can provide a more nuanced understanding of the role of cultural values and professional standards in the development of emo-educational divorce. Additionally, the investigation did not examine the moderating variables. Factors such as teaching experience, the availability of school-based support, or personality traits like neuroticism may impact the strength and nature of the observed relations. Identification and exploration of the moderating factors in future research could contribute to a broader understanding of processes related to risk and resilience. Ultimately, student-centered experiential avoidance surfaces as a critical predictor of emo-educational divorce among teachers of EFL. Although Mindful Self-Compassion is also a predictor, its impact is less significant. The findings underscore the significance of targeted psychological interventions in reducing avoidance behavior and fostering emotional resilience among teachers. By targeting these psychological aspects, school institutions can effectively

diminish burnout and promote better teacher retention. Future studies should examine comprehensive intervention approaches and employ a longitudinal approach to build upon the findings presented above.

Sometimes students may feel uncomfortable speaking up in class, or they may just stop being able to answer the majority of the teacher's questions. A deterioration in student-teacher communication may ensue from such actions. It is not uncommon for teachers to see students displaying undesirable or disrespectful behavior, which may indicate a lack of responsibility and dedication to classwork. Consequently, the instructor is likely to experience considerable friction with the class, and the students' inflated egos and heated debates may impede the teacher's efforts to create an emotional and intellectual divide. Consequently, the student thinks he's smarter than his teacher and constantly puts the latter down, sometimes for no apparent reason. On the other hand, the instructor may be teaching different classes that are filled with students who are more academically capable. They will undergo a more insular educational and emotional experience than the class that lacks a proper relationship. In this kind of classroom, the instructor and the students do not connect. When faced with a dilemma, both the teacher and the student often let their emotions guide their thinking. A lack of empathy and collaboration could result, for instance, if a teacher punished pupils excessively (by removing them from class, assigning excessive homework, administering a difficult test, or relocating them to a different seat). Due to a lack of background knowledge and enthusiasm in the subject matter, emo-educational divorce can occur when instructors are required to take classes that aren't a good fit for their areas of expertise. A teacher going through an emotional-educational divorce might be dreading that class and eagerly awaiting the conclusion of the semester. Experiential avoidance, self-compassion, and emo-educational divorce are thus related.

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Table 1

Normality test results for emo-educational divorce, experiential avoidance, and Self-Compassion

Questionnaire/Constructs	Skewness	Kurtosis
Emo-educational divorce	1.09	1.29
Cognitive	1.43	1.81
Socio-emotional	1.39	1.14
Behavioral	1.71	1.40
Experiential avoidance	1.26	1.34
Behavioral avoidance	1.77	1.97
Distress aversion	1.81	1.93
Procrastination	0.94-	0.80
Distraction/suppression	1.08-	1.32
Repression/denial	0.97-	0.82
Distress endurance	1.56-	1.98
Self-Compassion	0.59-	0.20-
Self-Kindness	0.31-	0.39-
Self-Judgment	1.44	1.88
Common Humanity	1.09	1.22
Over-identification	1.11	1.02
Isolation	0.99	0.88
Mindfulness	0.05	0.13-

Table 2

Correlations for emo-educational divorce, experiential avoidance and Self-Compassion

		Emo-educationaldivorce	experiential avoidance	Self-Compassion
Emo-educational divorce		1		
experiential avoidance		.91	1	
Self-Compassion		-.22	-.19	1

Table 3

Correlations for emo-educational divorce, experiential avoidance, and Self-Compassion

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	*Emo-educationaldivorce*	1																	
2	Cognitive	.84**	1																
3	Socio-emotional	.86**	.56	1															
4	Behavioral	.87**	.57	.76	1														
5	*experiential avoidance*	.91	.65	.69	.81	1													
6	Behavioral avoidance	.81	.59	.54	.77	.88	1												
7	Distress aversion	.79	.77	.87	.87	.65	.88	1											
8	Procrastination	.77	.69	.64	.68	.79	.79	.88	1										
9	Distraction/suppression	.83	.66	.79	.77	.87	.91	.79	.89	1									
10	Repression/denial	.81	.89	.78	.82	.92	.88	.87	.98	.71	1								
11	Distress endurance	.87	.78	.65	.85	.83	.69	.72	.82	.69	.76	1							
12	*Self-Compassion*	-.22	-.19	-.14	-.18	.11	.22	.12	.33	.31	.22	.12	1						
13	Self-Kindness	-.11	-.18	-.22	-.21	.19	.21	.22	.29	.24	.21	.11	.28	1					
14	Self-Judgment	-.21	-.21	-.23	-.27	.22	.32	.18	.21	.21	.19	.18	.43	.41	1				
15	Common Humanity	-.17	-.16	-.18	-.13	.31	.15	.13	.34	.19	.18	.23	.32	.21	.22	1			
16	Isolation	-.19	-.18	-.17	-.15	.26	.16	.16	.39	.17	.27	.27	.21	.26	.19	.43	1		
17	Mindfulness	-.21	-.16	-.11	-.27	.25	.19	.18	.37	.26	.32	.34	.29	.29	.18	.49	.33	1	
18	Over-identification	-.12	-19	-.16	-.11	.18	.11	.19	.28	.31	.37	.45	.28	.31	.21	.31	.38	.43	1

** Correlation is significant at the 0.01 level (2-tailed)

* Correlation is significant at the level of 0.05 (2-tailed)

Table 4

Goodness indices of models' fit

	χ2/df	df	CFI	TLI	RMSEA	SRMR	
The first path analysis model (Fig. 2)	80.67	4	0.83	0.10	0.37	0.10	Undesirable
The fourth path analysis model (Fig. 1)	3.29	12	0.98	0.95	0.06	0.03	Desirable

Table 5

Regression model (1), Dependent Variable: emo-educational divorce

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	5.739	1.682	---	3.412	.000*
Experiential avoidance	0.647	.388	0.714	7.588	.000*
R Square	R^2(adj)	Model Sig		F	
0.714	0.502	0.000		57.572	

*. Significant at the 0.05 level (2-tailed).

Figure 1

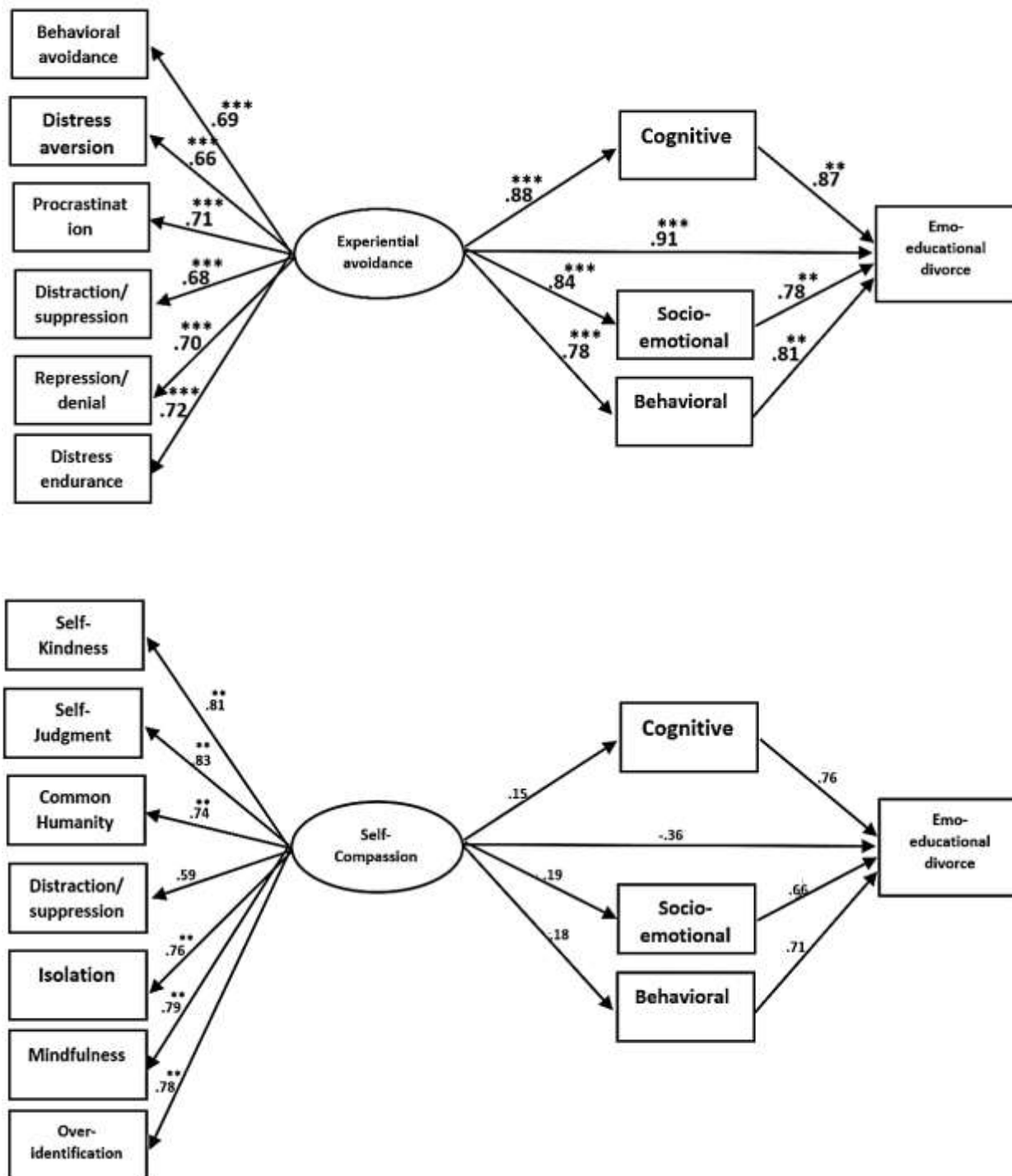*Experiential avoidance's contribution to emo-educational divorce and Mindful Self-Compassion*

Figure 2

Relationships among Ex-Avo, Se-Com, and Emo-Edu-Divo