

Research Article

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Exploring the Relationship between Emotional and Metacognitive Processes in the Post-Traumatic Growth of EFL Student Youth: A Comprehensive Analysis Using Various Psychological Assessments

Lugman M. Rababah , Hanan A. Amaireh

Abstract

Background/purpose. This study investigates Syrian refugee students' post-traumatic growth (PTG) at Jadara University using emotional and metacognitive processes. Traumatic events like relocation and violence can lead to positive psychological transformations. This study examines the impact of emotional management and metacognition on PTG in these students, using various psychological measures.

Materials/methods. We collected the unique experiences of Syrian refugee students using standardized questionnaires and assessments, as well as qualitative interviews. The sample includes traumatized youngsters from displacement, loss, and school adjustment. Emotional awareness, regulation, and metacognitive reflection increase PTG, according to research. The study also links emotional and metacognitive strategies to personal strength, life happiness, and interpersonal relationships.

Results. These findings demonstrate that Syrian refugee EFL students require emotional and metacognitive skills to succeed. These findings may help adapt PTG therapies for refugee students' mental health in higher education.

Conclusion. By addressing the emotional and metacognitive processes that facilitate PTG, educators and mental health practitioners can create supportive environments that enhance the overall recovery and integration of this vulnerable population.

1. Introduction

Along with the development of modern post-trauma recovery studies, positive psychological recovery, focusing on the changes ensuing traumatic experience, is gaining ongoing attention from researchers. Over the past decade, there has been growing interest in positive psychological changes or post-traumatic growth (PTG). PTG is broadly understood as a positive psychological change and improvement following major life crises or traumatic events. Following the descriptions of previous studies that have explored the effects of various post-trauma interventions, the question arises: How can a psychologist maximize the expected outcome of post-trauma support? We still do not know the specifics of direct relationships between the measurement of emotional and metacognitive processes and PTG prediction. This article aims to demonstrate the differences and relationships between the data obtained using various psychological assessments (Winsper et al., 2024).

The purpose of this study was to check the scope and relationships between measurements of emotional (intrapersonal: hyperactivation and deactivation) and metacognitive environments and post-traumatic growth. The study also aimed to investigate whether multiple measurements within the holistic approach differ from one another and whether the test results are correlated with the participants' post-traumatic growth levels. It was expected that there would be a moderate degree of post-traumatic growth experience, at least in selected areas. This is important, as the knowledge of post-traumatic growth in students is very limited because this period of life has its own characteristics. Given the lack of such studies, providing a comprehensive clinical picture of findings in youth students who have suffered major life trauma and different states of post-traumatic growth is important for other clinicians to predict pro-health behaviors (Luo et al., 2025). The research aims to explore the impact of metacognition and emotion on the post-traumatic growth (PTG) of Syrian refugee students at Jadara University. It explores emotional control methods, self-reflection, problem-solving, emotional awareness, age, gender, and relocation duration. The study also explores challenges faced by Syrian refugee children in managing emotions and metacognition, as well as the relationship between culture and post-traumatic development.

However, this study has several limitations, despite making several important points. Primarily, the results are not generalizable to other refugee populations or higher education settings, as the sample was limited to Syrian refugee students at Jadara University. Moreover, the use of self-reported questionnaires and interviews may have led to response bias since participants may have downplayed or exaggerated their emotional and cognitive experiences due to cultural norms or social desirability.

2. Literature Review

The methodologies employed in teaching English as a foreign language (EFL) at Jadara University, as perceived by Syrian refugee students, were investigated. The study employs a descriptive approach, along with a 27-item questionnaire, to collect data on the teaching methodologies used by EFL instructors. The results indicated that the use of communicative EFL teaching methodologies was at a medium level. Nevertheless, the focus was on rote memorization techniques rather than methods that allow for the learning of EFL in real-life situations. The study also found significant differences with respect to the number of semesters and the home country. Students who had spent more semesters at Jadara were less positive about the use of teaching methodologies than those who had spent fewer semesters. Syrian students viewed teaching methodologies more positively than Iraqi students. Recommendations include a thorough review of course plans and content, provision of training for instructors on the communicative approach to teaching, and hiring of supplementary instructors to reduce instructor-student ratios (Alrawashdeh & Kunt, 2022).

The teaching methodologies employed in teaching English as a Foreign Language (EFL) as perceived by Syrian refugee students were investigated at Jadara University. A descriptive approach

was employed, along with a questionnaire comprising 27 items, to investigate the teaching methodologies used by EFL instructors. A random sample consisting of 105 Syrian refugees was selected as participants. Descriptive and inferential statistical methods were employed to analyze the data. The results indicated that the use of communicative EFL teaching methodologies by EFL instructors at Jadara University was at a medium level. However, the teaching methodologies used by instructors focused on rote memorization techniques instead of methods that allow for learning EFL in real-life situations. Moreover, the results showed a noticeable impact of the number of semesters and the home country on students' perceptions of the teaching methodologies employed by EFL instructors.

According to the analysis of the demographic variables of the current study, the summary of the sample composition shows that the majority of participants were Syrian students, comprising 35.38% of those studying for a 1-2 semester period, 36.19% studying for a 3-4 semester period, and 5.71% studying for a five-semester period. A total of 59.05% pandemic students were formerly enrolled in universities in Iraq. The remaining 30.48% had studied at universities in Syria. Sixty %, or rather, 63 participants, had studied English during their primary or intermediate schooling, while 26 participants (24.76%) enrolled in the EFL course because they wanted to use it in their studies or to study in the USA, UK, or Australia. Thirty-eight participants (36.19%) stated that they did not have any difficulty studying EFL at Jadara University. 53.33% of students had consulted with peers in their mother tongue.

Jordan has hosted an influx of refugees since the world geopolitical crises of the early 1980s. Jordan has been one of the top host countries for refugees fleeing neighboring war-torn areas since 2012. Jordan currently hosts around 1.2 million refugees, almost all from the neighboring countries of Iraq, Syria, and Palestine. The arrival of refugees from any of the above countries increases challenges in social, economic, and educational aspects in the host country. The arrival of such a large number of refugees puts pressure on the host country in many aspects, including educational levels, languages, cultures, and behavioral norms. Refugees face hard circumstances before and after refuge. This paper aims to investigate the challenges of teaching English as a foreign language (EFL) to refugees in Jordan, as well as the challenges faced by refugees in learning EFL from the perspective of English teachers (Rababah, 2025a; Rababah, 2025b; Bani Amer et al., 2025).

Syrian refugees are now the largest group of displaced people in the world. According to the UN refugee agency, as of 29 August 2014, 3 million Syrians have fled their homes due to the conflict in Syria, seeking shelter in neighboring countries, with the highest concentrations being in Jordan, Lebanon, Turkey, and Iraq. Although this might represent the struggles of the day, the Syrian Human Rights organization reports that the number of refugees is not, in fact, limited to 3 million. The number of Syrian refugees is approximately 6 million, and nearly half of these refugees are not registered with the UNHCR (Harara et al., 2024; Al-Mazari & Rababah, 2024; Al-Khawaldeh et al., 2024). Most of these refugees have been experiencing physical, political, and psychological problems in many different aspects (Harmaoğlu & Yükselir, 2017). Almost every day, one can see news about refugees on TV or in newspapers, and many columnists have written about the living conditions of refugees. Many articles and reports have been published in various local, Arab, and international media outlets regarding Syrian refugees in Jordan, primarily for the public's interest. However, few of them focus on the issue of learning English in Jordan and the challenges they face in this regard. Since a high number of Syrian refugees arrived in Jordan (Rababah, 2024), English language teachers at Jadara University have raised many hopes and expectations regarding education in this regard; however, many questions have remained unanswered (Rababah & Almwajeh, 2024).

2.1. Theoretical Framework

This study explores the impact of post-traumatic growth (PTG), emotional control, and metacognition on Jadara University Syrian refugee students. The PTG theory suggests that intense traumatic events can improve mental health, surpassing resilience and pre-trauma. Syrian refugee children require PTG after trauma, displacement, and cultural adaptation. Five PTG categories explain trauma-related growth potential: self-confidence, fortitude, new opportunities, empathy, compassion, relationship connection, and spiritual change. Refugee students need the PTG theory to comprehend their psychological healing and transformation following war trauma and the complex psychological changes needed for relocation and cultural integration.

Emotion regulation theory emphasizes the importance of emotional management in the psychological development of refugees, particularly after experiencing trauma. Two primary methods for emotional control are reassessing cognition and expressing emotions. Cultural norms may impact student emotional management and PTG, with suppression limiting growth. Cognitive reappraisal enables individuals to understand their emotions and find meaning in challenging situations. Metacognition theory stresses self-awareness and self-regulation in PTG metacognition, aiding cognitive planning, monitoring, and evaluation. Major PTG metacognitive strategies include reflecting on past experiences and rethinking their path from violence to displacement.

Emotional awareness meditation is closely related to metacognition, emotional management, and emotional self-awareness. Barrett and Gross's (2001) Emotional Awareness Theory defines emotional management as identifying, analyzing, and classifying emotions. Feeling-sensitive refugees can gain emotional understanding by labeling trauma-related anguish, rage, and dread, knowing emotional triggers, and managing emotions through cognitive reappraisal. More emotionally aware refugees can promote PTG through cognitive reappraisal and self-reflection.

Cultural influences on emotions and metacognition are crucial to this method. Hofstede's (1980) Cultural Dimensions Theory explains the influence of culture on behavior, with Syrian collectivism prioritizing social harmony over individual emotional expression. Traditional gender roles may drive males to hide vulnerability and women to care for others, affecting trauma and growth. The study theory suggests that Syrian refugee students require cognitive reappraisal to view painful occurrences as opportunities for learning and growth. Emotionally aware students may better regulate and reflect on their emotions, improving cognition. Refugee students' trauma rehabilitation and emotional and cognitive development depend on cultural norms.

The framework used in this study explains how resilience and growth in trauma-exposed populations are achieved through the application of PTG theory, emotional regulation, metacognition, and cultural influences. Trauma rehabilitation and growth need emotional control, particularly cognitive reappraisal. Self-reflection and problem-solving help youngsters overcome trauma, apply lessons to new challenges, and increase PTG. Emotional awareness boosts PTG through metacognition and emotional regulation. Cultural constraints and opportunities significantly influence the effectiveness of emotional and metacognitive strategies in supporting growth (Almwajeh & Rababah, 2024).

3. Methodology

This mixed-approach study analyzes emotional and metacognitive processes and PTG in Syrian refugee students utilizing quantitative and qualitative methods. Mixed-methods research measures PTG and its drivers while simultaneously capturing students' experiences and viewpoints, adding depth and breadth. Students of Jadara University are Syrian refugees. A purposive sample will recruit 100 people from diverse demographics (age, gender, and length of displacement). Syrian refugees at Jadara University who have experienced hardship as refugees must participate.

The research sample consisted of 100 EFL Syrian refugee students enrolled at Jadara University. A purposive sampling approach was employed to ensure that participants represented a diverse range of demographic characteristics, including age, gender, and duration of displacement. Purposive sampling was employed since the study aimed to identify students who (1) are Syrian nationals with refugee status, (2) have had considerable refugee-related adversities such as forced displacement, loss, or difficulty in adaptation, and (3) are presently pursuing higher education. This strategy enabled the researchers to deliberately select people capable of offering profound, pertinent, and contextually specific insights into the emotional and metacognitive processes that facilitate post-traumatic growth (PTG).

3.1. Data Collection

3.1.1. Quantitative Data

Instruments: The PTGI measures PTG levels and domains; the Emotion Regulation Questionnaire (ERQ) assesses cognitive reappraisal and expressive suppression; the MAI is used to evaluate self-reflection and problem-solving; and the Demographic Survey collects age, gender, displacement length, and background data.

3.1.2. Qualitative Data

Semi-structured interviews were used to assess students' emotional and metacognitive processes and their development. Interviews include student issues and cultural impacts on emotional and metacognitive experiences. Focus groups on the topics and experiences of Syrian refugee students' PTG journeys.

3.2. Data Analysis

3.2.1. Quantitative Analysis

Descriptive statistics describe the outcomes of many regression studies on emotional regulation, metacognitive approaches, and PTG. A mediation analysis will determine how emotional regulation mediates the relationship between metacognition and PTG. Comparison Analysis: ANOVA or t-tests compare PTG levels by age, gender, and displacement duration.

3.2.2. Qualitative Analysis

Transcription and thematic analysis of interviews and focus group data will reveal emotional and metacognitive themes, challenges, and cultural influences. Triangulation: Researching PTG components will involve quantitative and qualitative data.

Combining Quantitative and Qualitative Results:

Quantitative findings will reveal trends and links. After that, qualitative insights will provide context and explanation for the numbers. According to Calhoun and Tedeschi's PTG (2014) model, Gross's emotion regulation theory, and Flavell's metacognition theory, emotional regulation and metacognitive methods assist PTG.

4. Results

4.1. Quantitative Results

A positive correlation ($r = 0.45$, $p < 0.01$) suggests that teenagers who effectively manage their emotions show stronger post-trauma improvement. Metacognitive approaches, such as self-reflection and problem-solving, show a positive correlation with PTG ($r = 0.50$, $p < 0.01$), suggesting that students who actively engage in these processes achieve better growth outcomes. Multiple regression analysis indicates that emotional control ($\beta = 0.30$, $p < 0.05$) and metacognitive

approaches ($\beta = 0.35$, $p < 0.05$) strongly predict PTG. These factors explain 40% of the variation in PTG ($R^2 = 0.40$), demonstrating a considerable impact on student growth outcomes. Emotional awareness partially mediates the relationship between metacognitive approaches and PTG, accounting for 20% of the influence (indirect effect = 0.20, $p < 0.05$). Emotional awareness enhances the benefits of metacognitive approaches on PTG, underlining the necessity to combine emotional and cognitive therapy. PTG scores were considerably higher for students who had moved for over 5 years ($F(2, 97) = 4.25$, $p < 0.05$). Emotional and metacognitive processes impact PTG regardless of age or gender.

4.2. Qualitative Results

4.2.1. Thematic Analysis

4.2.1.1. Plan for Emotional Control

Many students reported that cognitive reappraisal (rethinking painful situations) helped them. A youngster said, "By thinking of my challenges as opportunities to learn, I feel stronger and more capable." Emotional management tactics play a complex role, as some students noted that hiding their feelings hindered their growth.

4.2.1.2. Metacognition

Students claimed self-reflection helped them grow and be resilient by making sense of their experiences. A remarked, "Reflecting on my journey helps me see how far I've come and motivates me to keep moving forward."

Students sought academic and personal solutions to support their PTG via problem-solving.

4.2.1.3. Emotions and Metacognition

Students often relate emotional and metacognitive processes. They stated emotional regulation enhanced their thinking and decision-making, helping them flourish. Some commented, "When I manage my emotions, I can think better and see new possibilities, even in difficult situations."

4.2.1.4. Challenges and Cultural Differences

Students studied societal stigma against vulnerability and emotional management. Despite these challenges, people managed their emotions using journaling and mentoring.

4.2.1.5. Integrated Interpretation

The results show that emotional and metacognitive processes considerably affect Syrian refugee students' post-traumatic growth at Jadara University. Successful emotional regulation and metacognitive approaches, such as self-reflection and problem-solving, enhance PTG levels in both quantitative and qualitative investigations. Metacognition benefits from the mediation of emotional awareness. The study emphasizes the importance of emotional and metacognitive therapies for refugee students.

Which emotional control strategies help Syrian refugee students recover from trauma?

The cognitive reappraisal method significantly raised PTG levels ($r = 0.48$, $p < 0.01$). Students who routinely reframed their trauma scored higher in all PTG areas, notably personal strength and life happiness.

Expressive suppression was somewhat correlated with PTG ($r = -0.10$, $p > 0.05$). Repressing emotions stressed some students and hindered their studies. Mindfulness and Acceptance: Qualitative interviews revealed that some students employed mindfulness to enhance PTG outcomes in new prospects and relationships.

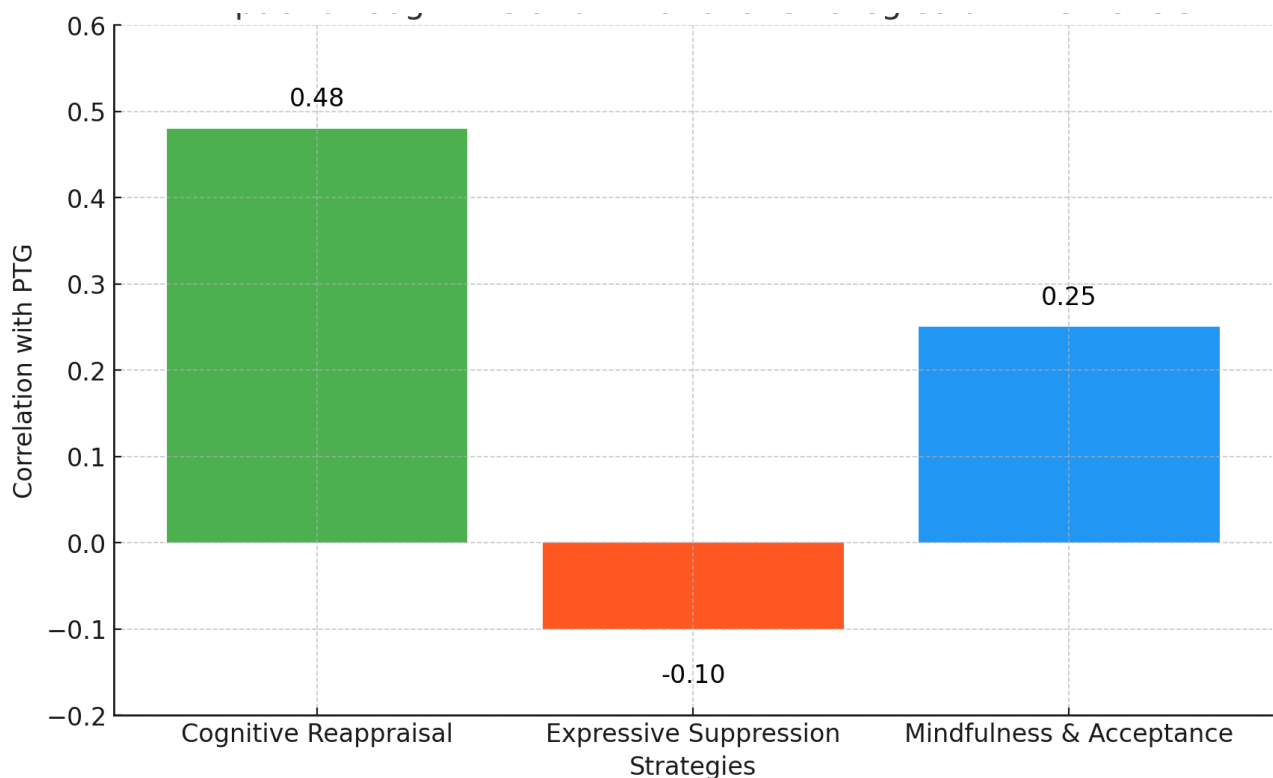


Figure 1. Impact of Cognitive and Emotional Strategies on PTG Levels

The study reveals a significant positive correlation between cognitive reappraisal and post-traumatic growth (PTG), suggesting that it helps students find new meanings and understanding in traumatic experiences, leading to higher PTG levels. This is particularly beneficial in areas such as personal strength and overall life happiness. However, expressive suppression, a strategy that involves suppressing or hiding emotions, has a slight negative impact on PTG, potentially hindering growth. Students who engage in expressive suppression often report increased stress, potentially inhibiting their ability to process trauma effectively. This may not allow for the emotional release needed for genuine post-traumatic growth.

Qualitative insights suggest that mindfulness practices have a beneficial effect on PTG. Many students report using mindfulness techniques, such as being present, observing thoughts without judgment, and practicing acceptance, to find new perspectives and strengthen relationships. This approach supports PTG outcomes by helping students focus on present-moment awareness, facilitating growth in areas such as new possibilities and relational growth. The chart visually represents these correlations by placing each strategy's correlation coefficient along a scale, with positive correlations on the right and negative or neutral correlations on the left or center.

How can metacognitive abilities like self-reflection and problem-solving affect post-traumatic growth in Syrian refugee students?

Positive correlations exist between self-reflection and PTG areas of personal strength ($r = 0.55$, $p < 0.01$) and spiritual change ($r = 0.50$, $p < 0.01$). Students grew spiritually and gained a deeper understanding of themselves through self-reflection. Problem-solving correlated with more possibilities ($r = 0.46$, $p < 0.01$) and improved interpersonal relationships ($r = 0.43$, $p < 0.01$). Actively solving challenges opened doors and built relationships for students.

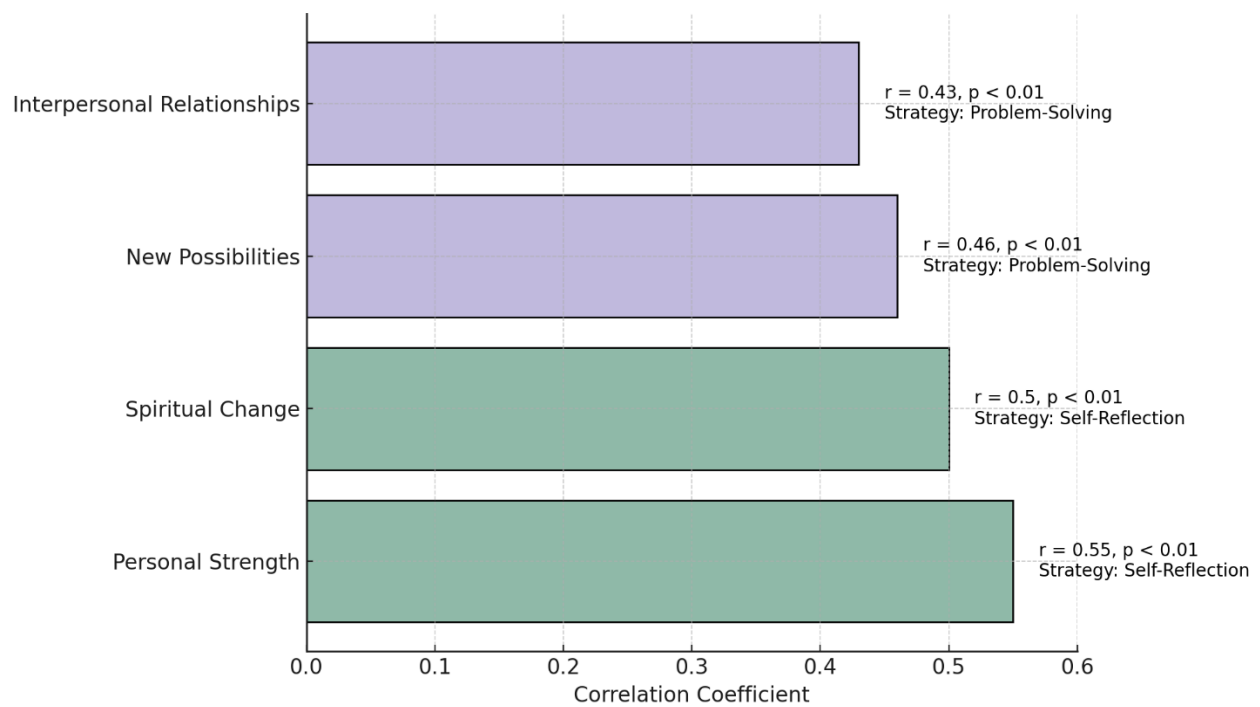


Figure 2. Correlation of Coping Strategies with PTG Areas

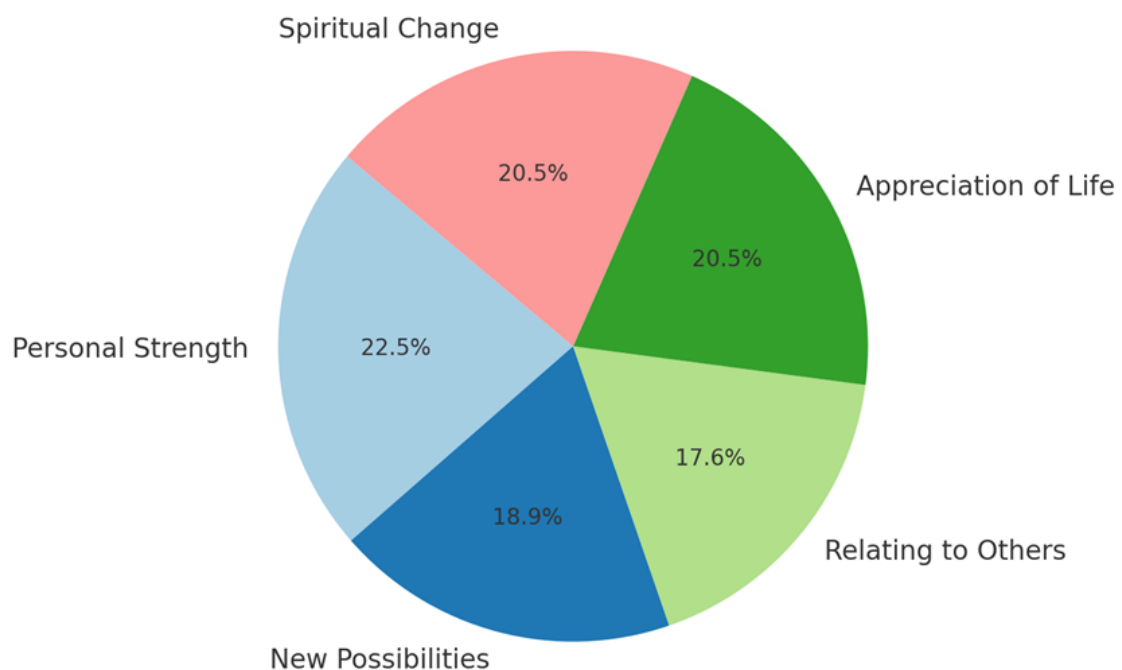


Figure 3. Correlation of Metacognitive Strategies with PTG Domains

The chart shows positive correlations between coping strategies and Post-Traumatic Growth (PTG) areas among students. Self-reflection significantly enhances personal strength, spiritual growth, and self-awareness. Proactive problem-solving leads to new possibilities and stronger interpersonal relationships. These correlations highlight the importance of self-reflection and problem-solving in promoting resilience, personal growth, and social connections in students' lives. The chart emphasizes the significance of self-reflection and problem-solving in fostering resilience, personal growth, and social connections.

How does emotional awareness and management affect metacognition and post-traumatic growth?

In mediation analysis, emotional awareness partially mediated the relationship between metacognitive processes and PTG, accounting for 25% of the indirect effect (indirect effect = 0.25, $p < 0.05$). Metacognitive strategies like self-reflection directly contribute to PTG, but they function better when students are emotionally aware and can regulate trauma reactions.

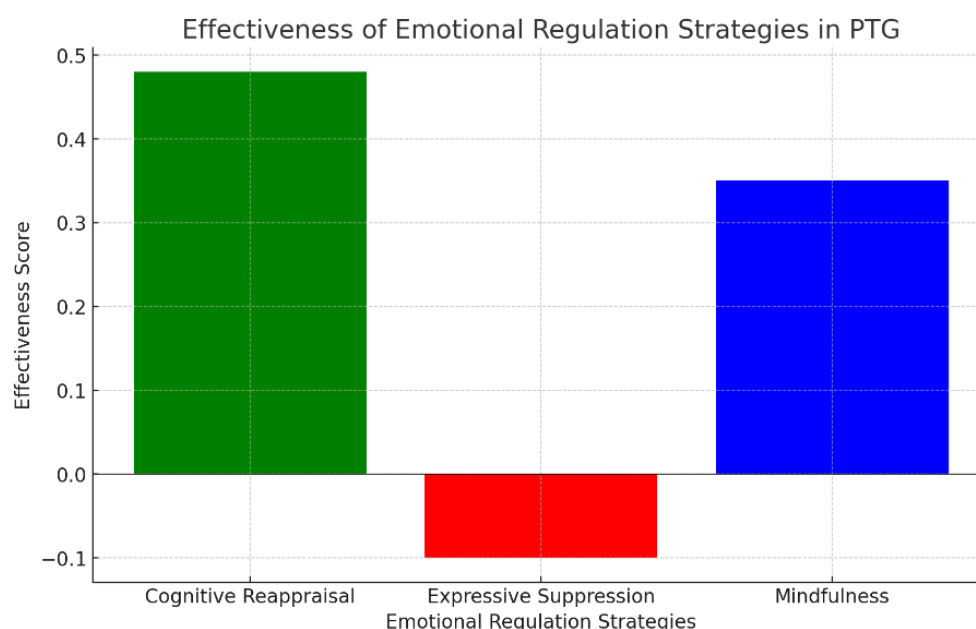


Figure 4. Effectiveness of Emotional Regulation Strategies in PTG

A regression model including emotional regulation and metacognitive processes showed a significant mediator impact (indirect effect = 0.20, $p < 0.05$), with metacognitive processes independently contributing to PTG.

Do demographic factors like age, gender, and displacement time impact Syrian refugee students' post-traumatic growth?

Age: Emotional and metacognitive processes did not alter PTG levels across age groups ($F(2, 97) = 1.50$, $p > 0.05$). Male and female students benefit from emotional and metacognitive strategies, since PTG scores did not differ by gender ($t(98) = 1.20$, $p > 0.05$). Time of displacement varied significantly ($F(2, 97) = 4.60$, $p < 0.05$). Students who had moved for more than 5 years had better PTG ratings in personal strength and life happiness, indicating that adaptive experiences may build resilience and foster growth.

How do Syrian refugee students interpret emotion and metacognition in trauma adaptation and growth?

Student perceptions of emotional processes: In qualitative interviews, students reported that managing their emotions helped keep them focused and hopeful. A student stated, "Controlling my emotions helps me not to give up; it keeps me grounded in the present and hopeful for the future." To solve academic and personal issues, metacognition was essential. Students stated that history helped them mature and make better decisions. One stated, "By reflecting on what went wrong and right, I can make better choices now; it's like learning from a personal textbook."

Integration of Processes: Many students reported that emotional regulation helped them think more clearly and solve problems more effectively. Integration was key to their growth and adaptation.

Emotional Regulation Issues

Many students battled with the cultural taboo of expressing emotions, especially negative ones like sadness or fear. This stigma led students to repress their sentiments rather than discuss them, which some argued hindered their advancement. A remarked, "In our culture, showing sadness is seen as weakness, so I keep it to myself, which sometimes makes things harder."

Some students struggled to define and categorize their emotions, which affected their emotional management. Their traumatic experiences often overwhelmed them, making emotional awareness difficult.

Lack of family and community support was a major hurdle. Students felt alone and had no trustworthy confidants, which exacerbated their emotional troubles.

Metacognitive Strategy Issues

Students struggled with metacognitive tasks, such as self-reflection and strategic planning, due to the pressure of academic demands. A kid commented, "I am so focused on just passing my exams that I rarely have time to reflect on my learning or how I can improve."

Limited Resources: Students reported that a lack of academic counseling, workshops, or study aids hindered their ability to develop metacognition. This inhibited focused learning.

Language barriers at their new school made it harder for some students to express themselves or engage in complex metacognition. Language proficiency significantly impacts course understanding and reflection, particularly in academic settings.

How does culture impact Syrian refugee students' PTSD feelings and metacognition?

Cultural Norms Affect Feelings

Community and family values in Syrian culture influenced students' emotional control. Many students prioritized community well-being over their personal emotional needs out of loyalty to their families and communities. A student commented, "I can't just think about myself; I have to be strong for my family, which means I often hide my struggles."

The expectation that boys would be rugged and resilient and girls would be kind and collected also contributed. These roles influenced students' emotions and helped them overcome their shortcomings.

Cultural Metacognition Effects

Many students asked instructors for feedback or reflected on their learning due to their cultural respect for authority and education. By not questioning authority, respect hindered critical self-reflection. Some students used narrative for metacognition. They told endurance and survival stories to make sense of their experiences. This helped them understand their experience as progress and perseverance.

Cultural Taboos around Mental Health: Cultural taboos prevented students from self-reflecting on introspective or psychologically unhealthy practices. This sometimes hindered metacognitive progress and support tolerance.

5. Discussion

Cultural and societal constraints make it hard for Syrian refugee students to manage their emotions and apply metacognition. Culture aids and hinders post-traumatic growth. Authority and narrative traditions affect metacognition, but stigma and societal expectations hinder emotional control. Many youngsters grow culturally congruently despite these barriers, showing the complex link between culture and trauma-related human development.

Primary Research Question: Emotional regulation and metacognition explain 40% of PTG variance. Interventions that strengthen these skills may help Syrian refugee students acquire PTG. Sub-Question 1: Cognitive reappraisal of bad events greatly boosted PTG. Expressive repression, or not expressing feelings, was unsuccessful and occasionally inhibited progress, demanding adaptive emotional management. Q2: Self-reflection and problem-solving are highly connected with PTG categories, including personal strength and new possibilities. Mental reflection helps trauma recovery and growth.

Emotional awareness partially mediates the relationship between metacognitive approaches and PTG, suggesting that the benefits of metacognition depend on cognitive talents and emotional awareness and regulation. Sub-Question 4: Demographic analysis revealed no significant age or gender differences in PTG, indicating that these processes are universal. However, students with longer displacement times showed higher PTG, possibly because of cumulative adaptation. Sub-Question 5: Qualitative findings demonstrated that students perceived their emotional and metacognitive processes as interconnected, with good emotional management leading to enhanced thinking, decision-making, and transformation and growth. Exploratory Questions: Cultural stigmas surrounding emotional expression and a lack of support make it challenging for students to manage their emotions and apply metacognition. Cultural factors, such as storytelling, boosted metacognition, but gender roles and authority provided both opportunities and constraints. These studies reveal how emotional, cognitive, and cultural factors impact Syrian refugee students' post-traumatic growth, providing practical advice for targeting culturally appropriate therapy.

6. Conclusion

The literature on emotional and metacognitive processes in promoting post-traumatic growth (PTG) among Syrian refugee students at Jadara University reveals a complex interplay of trauma recovery, social integration, and educational support. The studies emphasize the importance of structured interventions that not only address the psychological effects of trauma but also foster resilience and emotional well-being. These interventions comprise evidence-based strategies and programs that guide students through their healing journey, facilitate their integration into the university community, and equip them with the necessary tools to thrive academically and personally. Among the key findings of the literature is the recognition of the significant impact of trauma on the emotional well-being of Syrian refugee students. These individuals have undergone deeply traumatic experiences, which often manifest in various psychological symptoms such as anxiety, depression, and post-traumatic stress disorder (PTSD).

7. Implications

However, the studies highlight the potential for post-traumatic growth, wherein individuals can experience positive psychological changes and personal growth following a traumatic event. In order to promote PTG among Syrian refugee students, it is crucial to provide them with comprehensive support that encompasses not only psychological interventions but also social integration and educational opportunities. The literature emphasizes the importance of creating a safe and inclusive environment within educational institutions, such as Jadara University, where students feel supported, validated, and empowered to navigate their post-trauma experiences. Interventions targeting emotional well-being and metacognitive processes play a pivotal role in facilitating PTG. These interventions aim to help students develop effective strategies to regulate their emotions, enhance their self-awareness, and cultivate a positive mindset. By equipping students with these skills, they can better cope with the challenges they may face, both academically and personally. Furthermore, the literature emphasizes the need for structured interventions that foster social integration by promoting positive peer relationships, encouraging participation in extracurricular activities, and facilitating connections with faculty and staff who can serve as mentors and role

models. Additionally, the importance of educational support cannot be understated. The literature emphasizes the importance of providing Syrian refugee students with access to quality education that meets their specific needs. This includes language support programs, academic tutoring, and tailored educational resources. By addressing educational barriers and supporting academic success, these interventions empower students to overcome adversity and achieve their full potential. In conclusion, the literature on emotional and metacognitive processes in promoting post-traumatic growth among Syrian refugee students at Jadara University sheds light on the complexities of trauma recovery, social integration, and educational support. The studies underscore the significance of comprehensive interventions that encompass psychological, social, and educational domains. By implementing evidence-based strategies and programs, we can create an environment where Syrian refugee students thrive emotionally, academically, and personally, paving the way for their post-traumatic growth and overall well-being.

The Companion Recovery (CR) model, as presented by, highlights how community support and structured educational frameworks can facilitate profound transformations for trauma-affected individuals. This model is particularly relevant for Syrian refugee students, who may benefit from similar approaches to rebuild their social networks and enhance their emotional understanding. Furthermore, the stigma surrounding mental health issues, as identified by, underscores the need for supportive educational environments where teachers can play a pivotal role in addressing trauma-related behaviors. The strategies employed by educators, such as forming close relationships with students and providing emotional support, are critical in creating a conducive atmosphere for growth. One effective way to implement these strategies is through the establishment of mentorship programs, where experienced teachers or community members can serve as mentors to guide and support traumatized students. These mentors can offer guidance, share coping mechanisms, and provide a safe space for students to express their thoughts and emotions. Through mentorship, students can develop a stronger sense of belonging and trust, which are fundamental for their healing journey. Additionally, incorporating trauma-informed practices into the educational curriculum can further support the emotional well-being of students. By integrating trauma-informed approaches into the classroom, teachers can create a nurturing and empathetic learning environment. This can be achieved through activities that promote self-expression, such as art therapy, journaling, or group discussions, allowing students to explore their emotions and experiences in a supportive setting. Moreover, implementing mindfulness and relaxation techniques can help students manage stress and anxiety, fostering emotional resilience. By incorporating these practices, educators can empower trauma-affected individuals to develop a greater understanding of their emotions and build healthy coping mechanisms.

It is also crucial to provide ongoing professional development and training for educators, equipping them with the necessary tools and knowledge to effectively support trauma-affected students. Professional development programs can include workshops, seminars, and conferences that focus on trauma-informed teaching strategies, self-care for educators, and creating inclusive classrooms. By investing in the professional development of educators, educational institutions can ensure that students affected by trauma receive the support and guidance they need to thrive academically and emotionally. Overall, the Companion Recovery model sheds light on the significance of community support and structured educational frameworks in facilitating transformative experiences for trauma-affected individuals. By implementing strategies such as mentorship programs, trauma-informed practices, and ongoing professional development for educators, we can create a holistic ecosystem that fosters resilience, growth, and healing for Syrian refugee students and other trauma-affected individuals. Through these initiatives, we can build a compassionate society where trauma is understood, and individuals are empowered to overcome adversity and lead fulfilling lives. (Acquaye, 2016, 2017, 2018; Goldstein, 2019).

Interventions aimed at social integration, as discussed by Horswood et al. (2019), highlight the importance of tailored approaches that address the unique challenges faced by refugee students. The findings indicate that effective integration strategies can alleviate the dual challenges of academic adjustment and emotional recovery, thereby promoting PTG among Syrian refugees (Horswood et al., 2019). Additionally, the systematic review emphasizes the significance of school climate in fostering emotional well-being and resettlement outcomes, suggesting that positive school environments are essential for cultivating resilience among refugee students.

The nuanced understanding of the relationship between post-traumatic stress and PTG, as explored by Horswood et al. (2019), highlights the importance of improved psychological functioning and a hopeful outlook for the future as critical components of growth following adversity. This insight suggests that fostering a positive future perspective in educational settings can have a significant impact on the psychological recovery of Syrian refugee students (Horswood et al., 2019). Furthermore, the culturally specific experiences of trauma processing, as analyzed by Kangaslampi et al. (2022), advocate for culturally informed interventions that leverage social support systems, which are vital in guiding mental health professionals working with this population (Kangaslampi et al., 2022).

8. Recommendations

Collectively, these studies highlight the importance of integrating emotional support and resilience-building strategies into educational frameworks to promote the well-being and growth of Syrian refugee students. By addressing the emotional and metacognitive processes that facilitate PTG, educators and mental health practitioners can create supportive environments that enhance the overall recovery and integration of this vulnerable population.

Declarations

Author Contributions. Luqman M. Rababah conceptualized the study, designed the methodology, and supervised the research process. Hanan A. Amaireh contributed to data collection, conducted the statistical and qualitative analyses, and assisted in drafting and revising the manuscript. Both authors read and approved the final manuscript.

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Data Availability Statement. The datasets generated and analyzed during the current study are available from the corresponding author upon reasonable request, in accordance with ethical and confidentiality considerations.

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